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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Major topics covered include: the Kashmir conflict; the Pakistan and the Kazahkstan Summit; President Bush on the threat of terrorism; the wildfires in Colorado; the U.S team in the World Cup quarterfinals; the Centers for Disease Control and Prevention on mass smallpox vaccination; President Bush's new Middle East policy; the threat to WorldCom's European business dealings; and the Pledge of Allegiance as unconstitutional federal court ruling. (AEF)

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CNN Newsroom Classroom Guides, June 2002

By: Turner Learning, Inc.

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CNN NEWSROOM Guide

June 03, 2002

CNN Student News and the Daily Guide are here for you, all summer long! Create your own archive of programs and guides to use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Kashmir Conflict ... 06:20...06:50
-India and Pakistan reach the brink of war.
-Leaders of both nations are in Kazakhstan for a regional summit.
-CNN's Mike Chinoy offers background on the conflict over Kashmir.

News Focus: Loya Jirga ... 03:10...10:00
There is still opposition to Afghanistan's new government.

Special Note: Time Change! ... 00:50...10:50
Re-set your VCRs! Beginning June 17th, CNN Student News airs from 4:00-4:30 a.m. ET on CNN.

Chronicle: Queen's Jubilee ... 05:00...15:50
CNN's Walter Rodgers offers a perspective on Queen Elizabeth's jubilee.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Visible Human Project ... 02:10...18:10
The Visible Human Project provides a training ground for future physicians.

Ask CNN: Loud Noises ... 01:00...19:10
At what point does loud noise damage the ears?

Culture Report: Gujarati Dancers ... 04:30...23:40
A dance troupe from Gujarat, India travels the world spreading messages of peace.

Student Bureau ... 02:30...26:10
CNN's Student Bureau takes you on a taste tour of Hawaiian appetizers.

Where in the World? ... 01:00...27:10
Answer: Hawaii

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Kashmir Conflict

1. Locate India and Pakistan on Holt, Rinehart and Winston's World Atlas (map of Asia) at http://go.hrw.com/atlas/norm_htm/asia.htm. Who are the leaders of each of these nations? Why is the international community currently watching this region of Asia? Why is the prospect of war between India and Pakistan especially troubling?

2. Where is the regional summit that Pakistan's President Musharraf and India's Prime Minister Vajpayee are attending? Is either leader willing to meet with the other? Explain. Why is India angry with Pakistan? What evidence supports the claim that tensions between India and Pakistan are increasing? What parties are asking their diplomats to leave the region?

3. Where is Kashmir? For how long have India and Pakistan been fighting over Kashmir? How was the region partitioned after the collapse of the British Empire in Southeast Asia? Which nation was Kashmir expected to join in 1947? Why didn't Kashmir become part of Pakistan at that time? What does Kashmir represent to India and Pakistan? How have the people of Kashmir been "caught in the middle" of this conflict?

4. Many observers have indicated that the fighting over Kashmir is based in both history and geography. Direct students, working in groups, to conduct research to learn more about the history and geography of Kashmir. Have each group offer a formal presentation of its findings, explaining how culture, history, religion and location have each played a role in the violent conflict over Kashmir.

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/south/06/02/pakistan.india/index.html
http://state.gov/
http://www.odci.gov/cia/publications/factbook/
http://www.kashmirtimes.com/
http://www.un.org/Depts/DPKO/Missions/unmogip/body_unmogip.htm

News Focus: Loya Jirga

1. What is Afghanistan's loya jirga? How do Kandahar's merchants feel about the prospect of a new grand council? Why do you think they are looking for political stability? What else do those seen in the video want from Afghanistan's new government?

2. Why are international peacekeepers in Kabul? Does it appear that Afghans want them in their country? Explain. Who opposes the new loya jirga? Why? Why do you think Afghanistan's interim government is playing down this opposition?

3. Direct students to conduct reseach to learn more about Afghanistan's loya jirga, or grand council. Have them examine the Web sites below and other resources to learn who comprises the loya jirga, the origin of this council, and its powers and duties. Have students share their findings. Ask: To what bodies of government in your country can this council be compared? Discuss the similarities and differences between students' local governments and the Afghan loya jirga.

LINKS:
http://www.eurasianet.org/loya.jirga/
http://www.afghan-web.com/history/const/const1987.html

Chronicle: Queen's Jubilee

1. Who is Great Britain's reigning monarch? What has happened to her country's empire since her birth? In what other ways has the queen's world changed since she assumed the throne almost 50 years ago? What problems have surfaced within the Royal Family? In what ways, according to the video, did the queen "not always act wisely"? On the other hand, how have some of her actions and words endeared her to many?

2. What are the British commemorating during this, the observance of the Queen's Jubilee? Direct students to the Internet and other resources to learn more about Queen Elizabeth and the historical and personal events that have touched her life over the past five decades. Have each student choose one of these events and, acting as Queen Elizabeth, write a hypothetical journal entry from her perspective on the event and how it has affected her life and reign.

LINKS:
http://www.royal.gov.uk/output/Page1.asp
http://www.royal.gov.uk/output/Page150.asp
http://www.oremus.org/liturgy/coronation/cor1953b.html

Perspectives: Visible Human Project

1. How is the scientist in the video "practicing" surgery? To what does he compare this experience? What is a flight simulator? How is the experience that pilots gain using a flight simulator similar to the experience new surgeons gain via the technology seen in the video?

2. What is the Visible Human Project? How was this project created, and who created it? When did the project get its start? How is it being used today?

3. Challenge students to explore some of the views of the human body courtesy of the Visible Human Project Gallery, in the second Web site below. Discuss how these views differ from other images of the human body with which students may be familiar, such as diagrams, x-rays and cat scans. In addition to the ability that allows surgeons to "practice" their craft on computerized images, how might this technology aid physicians and researchers in the quest to cure diseases? Challenge students to consider future implications for this technology: If it could be implemented for living humans, how might the Visible Human Project revolutionize medical testing? Discuss.

LINKS:
http://www.nlm.nih.gov/research/visible/visible_human.html
http://www.nlm.nih.gov/research/visible/visible_gallery.html
http://www.uchsc.edu/sm/chs/

Culture Report: Gujarati Dancers

1. What is Ekta? From what country does this dance troupe originate? Where is Ekta touring? What kinds of lives do these Gujarati youth live in their native India? How is their U.S. tour being financed?

2. Who brought together the 14 Gujarati dancers? How did the troupe pay homage to Dr. Martin Luther King Jr.? What is the focus and related themes of their dance performance at Morehouse College? For what audience did the Hindu dancers confront the themes of discrimination, illiteracy and abuse? How will they continue to promote their "mission" and their "message"?

3. The Ekta dancers undertook their journey to the U.S. "to spread a message of peace and understanding." What is the "unofficial theme of their tour"? Discuss how the link between Mahatma Gandhi and Martin Luther King Jr., and the work of these leaders, provide an appropriate context for the goal of the dancers' journey. Do you think the medium of dance chosen by the Ekta dancers is an effective way of communicating the message of peace and understanding? Why or why not?

4. One of Ekta's performances presents an "unvarnished look at Indian history ... one of the most poignant moments ... the plight of the Untouchables." Point out to students that the ancient culture of India was based upon the caste system (a system still found in India today) that includes the story of the Untouchables. Have students research the following Web sites to learn about the history and impact of India's caste system:
   http://www.friesian.com/caste.htm
   http://www.geocities.com/lamberdar/_caste.html
   http://www.investindia.com/newsite/social/castes.htm
   http://www.hindunet.org/varna/.
   After students have shared their findings, ask: Although it is outlawed in Indian society, do you think discrimination by caste still exists? State your rationale. Why do you think the Ekta dancers perform the plight of the Untouchables? Discuss.

5. Have students refer to the Web sites below and other resources to research the history of India to further understand the Ekta dancers' quest for peace, their sources of inspiration and their selection of themes. Group students. Direct each group to select a different topic of study from the list below:
   1. Role of Women
   2. Key Political Figures
   3. Arts and Culture
   4. Dynasties and Kingdoms
   5. Religious Movements
   6. British Colonialism and Independence
   7. Timeline of Freedom Movements.

   After groups have presented their research, ask: How can Indian artists and performers use their nation's history as a backdrop for promoting peace and approaching conflict in non-violent ways? Discuss.

LINKS:

http://www.cnn.com/WORLD/9708/India97/index.html
http://www.historyofindia.com/home.html
http://www.kamat.com/kalranga/timeline/timeline.htm
http://history.evansville.net/india.html
http://www.itihaas.com/
http://www.ku.edu/kansas/india/india.html
http://www.geographia.com/india/india02.htm
http://www.geocities.com/tokyo/harbor/8761/history/

Student Bureau: Hawaiian Pupu

1. What is the Hawaiian equivalent of an appetizer? What are some of the pupu that are part of daily life in Hawaii? Where did the musubi originate? Why did it take on a different shape among Hawaiians? How did Spam become popular in Hawaii?

2. What is the opihi? Why do some people choose to gather their own opihi, in spite of the danger associated with this practice? What is poke? How is it prepared?

3. Use this opportunity to have your students investigate the history, geography and culture of Hawaii. Have students work in groups to conduct research and share their findings. Assist students in creating an informative Web page on the United States' 50th state.

LINKS:
http://www.hawaii.edu/visitors/overview.html
http://www.gohawaii.com/hokeo/school/report.html
http://www.hawaii.edu/recipes/recipes.html

EDITOR'S NOTE:
India
Pakistan
Kashmir
loya jirga
Queen Elizabeth II
accession
Visible Human Project
Hawaii

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CNN NEWSROOM Guide

June 04, 2002

Don't forget: CNN Student News airs at a new time beginning June 17th. Re-set your VCR for 4:00 - 4:30 a.m. Eastern Time.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Kashmir Conflict ... 06:20...06:50
-The international community presses for a resolution to the Kashmir conflict.
-India's economy suffers as a result of the tensions with Pakistan.

News Focus: Hurricane Season ... 03:40...10:30
Experts predict more frequent and powerful hurricanes will hit the U.S. this year.

News Focus: Shuttle Endeavour ... 02:10...12:40
The space shuttle Endeavour is set to depart for the ISS.

Chronicle: World Cup ... 04:30...17:10
-Ticket problems plague soccer's World Cup games.
-Diplomats offer predictions on the world championship.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Bionic Humans ... 02:50...20:10
Biotechnology helps improve the quality of life for many people.

Health Report: State of the Air ... 03:00...23:10
The American Lung Association releases its annual "State of the Air" report.

Student Bureau ... 03:30...26:40
Teachers: You may want to pre-screen this segment, as some students may find its visuals and accounts disturbing.
Different factors can cause dogs to attack humans.

Where in the World? ... 01:00...27:40

Answer: South Korea

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Kashmir Conflict

1. What two nations with nuclear capabilities are edging closer to war? What region is the source of their conflict? Where are world leaders currently meeting for a security summit? Who has the U.S. sent to this summit? Why do you think the secretary of defense was sent? What leaders of India and Pakistan are present at this summit? Why have Russia and China been unsuccessful in their attempts to get these two leaders to meet with each other?

2. Why is Indian Prime Minister Vajpayee refusing to meet with Pakistani President Musharraf? How does Pakistan respond to this charge? What is meant by the term "diplomatic war of words"? Why are the "public battles" between India and Pakistan unlikely to lead to a peaceful resolution of the Kashmir conflict? How might private meetings among diplomats facilitate a peaceful resolution? Who is the leader that some believe could get Indian and Pakistani leaders to talk? Why?

3. Why are diplomats, expatriots and tourists all leaving India? According to the video, what has been "the immediate casualty" of the possibility of war? How has tourism to India been affected since India and Pakistan started amassing troops along their border? How have investments and exports been impacted by the looming conflict?

4. What are the other economic "costs" of poor relations between India and Pakistan? How is the trading relationship of these two countries "being held hostage to tensions"? At the end of this segment, we hear that those present at the peace rally hope that leaders of both countries realize that "peace may be cheaper." Based on what you have learned as you have followed this story on CNN Student News, discuss the possible social, political and economic "costs" of war between Pakistan and India. What global consequences could result from an armed conflict between the two nations?

5. The CNN.com timeline of the Kashmir Conflict states: "As two nations united by history but divided by destiny, India and Pakistan are almost like two estranged siblings." Read this quote to students and generate a class discussion analyzing its meaning. Then, assist groups of students in researching the relationship between these two nations since they achieved independence in 1947. Have groups present their findings. Focus class discussion on those historical and cultural elements the two nations have in common, as well as their differences in these areas. Ask students to draw upon what they have learned to write essays in response to this question: "What will it take for India and Pakistan to resolve their differences peacefully?"

6. For a CNNstudentnews.com article and educational materials on this story, please go to: http://fyi.cnn.com/2002/fyi/lesson.plans/06/03/pakistan.india/index.html.

LINKS:
http://tyi.cnn.com/2002/WORLD/asiapcf/south/06/03/pakistan.india/index.html
http://fyi.cnn.com/2001/WORLD/asiapcf/south/07/04/kashmir.timeline/
http://India-Tourism.com/eindex.cfm
http://goidirectory.nic.in/
http://www.pak.gov.pk/
http://www.jammukashmir.nic.in/
http://www.cnn.com/WORLD/9708/India97/

News Focus: Hurricane Season

1. When does the Atlantic hurricane season begin? When did Hurricane Andrew hit the U.S.? What type of damage did Andrew cause? What predictions are hurricane experts making about the level of hurricane activity for 2002? Who is Max Mayfield? Why is Mayfield worried about this year's hurricane season?

2. Have students conduct research to learn more about the scientific makeup of a hurricane. What conditions are conducive to hurricane formation? Where do most Atlantic hurricanes originate? What are the "stages" in the "life" of a hurricane? How do scientists label their components? Which part of the hurricane is the most severe? What effect of hurricanes causes the most deaths? How can people protect themselves from this deadly effect? Share student findings and discuss.

3. Teachers: For additional information and educational activities on hurricanes, visit the following CNNstudentnews.com site:
   http://fyi.cnn.com/2002/fyi/news/
   05/29/hurricane.overview/index.html.

   Also, be sure to check out Riverdeep.net's "Hurricane Lab" at:
   http://www.riverdeep.net/earthscience/
   data/hurricanes/hurricane_lab.html.

LINKS:
http://www.nhc.noaa.gov/
http://hurricane.terrapin.com/
http://www.cnn.com/SPECIALS/2002/hurricanes/

News Focus: Shuttle Endeavour

1. When is the space shuttle Endeavour exp :cted to launch? What will be the Endeavour's primary mission? Who are Kenneth Cockrell and Peggy Whitson? What will be their roles during the upcoming mission? According to Cockrell and Whitson, what challenges do astronauts face when working in space? How many space walks are scheduled to take place during the upcoming mission? What is the purpose of these space walks?

2. Teachers: For related activities, check out these sites from Riverdeep.net: "New Frontier in Space" at
   http://www.riverdeep.net/current/2001/
   03/032201_space.jhtml

   "What's it like to meet an astronaut?" at

http://www.riverdeep.net/current/2000/08/090100_astronaut.jhtml

A comprehensive list of other Riverdeep.net articles and lessons on space can be found at: http://www.riverdeep.net/current/archive/space.jhtml.

LINKS:
http://www.cnn.com/2002/TECH/space/06/03/shuttle.launch/index.html
http://www.nasa.gov/

Chronicle: World Cup

1. What is the World Cup? Where are this year's tournament games being played? What problems have surfaced with tickets? Whom do the Korean organizers blame for the ticket problems? How are the fans reacting?

2. What are some other reasons why there have been many empty seats at this year's World Cup games? What is apathy? Why is the location of the tournament one possible factor in low attendance at these games? How do soccer federation officials respond to the low attendance numbers at the opening rounds of the tournament?

3. Who are the diplomats seen in the video? What predictions do they have about their national soccer teams as they compete in the World Cup? Billions of people around the world will be watching this tournament. Why do you think the World Cup generates such interest among the nations of the world?

LINKS:
http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/
http://www.worldcuparchive.com/

Perspectives: Bionic Humans

1. When did the term "bionic" first become popular? What is bionics? When and how has "the melding of human and machine" been depicted in movies and television? How is bionics being used to improve lives today?

2. Explain how bionics facilitates communication between the brain and a computer. For whom is this technology especially useful? What other examples of the merging of electronics and biology are mentioned in the video?

3. Medical technology has come a long way since the days of the "Six Million Dollar Man," the popular television show from the 1970s. Divide the class into groups, and have each group investigate the newest fields of modern medicine, including prosthetics, bionics, tissue engineering and cloning. Have each group offer an presentation of its findings, including a discussion of the bioethical questions raised by the advances in its chosen field.

LINKS:
http://www.pbs.org/saf/1107/features/body3.htm
http://www.tip.net.au/~davidjw/libdata/clonfram.htm

http://www.cryolife.com/
http://www.sciam.com/1999/0999bionic/0999white.html

Health Report: State of the Air

1. What were the findings of the American Lung Association's "The State of the Air 2002" report? Which U.S. cities have the most polluted air? What is ozone? What is the correlation between ozone and smog? To what extent do climate and geography contribute to the formation of smog? Which segments of the population are most at risk for health problems as result of ozone exposure?

2. Point out to students that, according to the U.S. Environmental Protection Agency, "Air pollution affects everyone. Every day, the average adult breathes over 3,000 gallons of air. Children breathe even more air per pound of body weight and are thus more susceptible to air pollution." Generate a class discussion about the health consequences of air pollution. Direct groups of students to consult online resources and medical professionals to learn more about these health risks. After groups share their findings, ask: If America's most polluted cities do not reduce air pollution, what diseases and problems will local residents likely experience in the years to come?

3. How should people respond to an ozone alert? Refer students to the last Web site below to learn more about air pollution and the quality of air throughout the U.S. Have students access the Ozone Mapping Archives to track the ozone levels in their state from 1999 to the present. Have students create graphs of their findings. If ozone levels have increased or decreased, help students to determine why these changes occurred. What do you think the air quality in your state will be like next year and five years from now? What should government and local citizens do to improve and protect the quality of air in your community? Discuss.

4. Teachers: For a CNNstudentnews.com article and activity on the health effects of air pollutants, visit the following site:
http://www.cnn.com/2000/fyi/news/12/19/pollution.deaths/

LINKS:
http://www.lungusa.org/air2001/index.html
http://www.mtsinai.org/pulmonary/books/breathe/Sectr.htm
http://www.epa.gov/oar/oaqps/peg_caa/pegcaain.html
http://www.epa.gov/airnow/
http://www.epa.gov/airnow/maparch.html

Student Bureau: Dog Bites

1. What happened to Tera Eldrige four years ago? What were the circumstances surrounding the attack? What does she have to say about the experience and the pain it caused her? According to the video, what conditions may cause a dog to attack a human? What "common myth" does the veterinarian in the video dispel regarding dog bites? How does Tera react to potentially aggressive dogs today?

2. Point out to students that, according to the Humane Society of the United States, "...every year, an estimated 4.7 million people are bitten by dogs, ranging from minor nips to major attacks." What can students do to minimize their chances of being attacked by a dog? Refer students to the Internet and other resources to learn more about the causes and prevention of dog bites. Combine students' findings into an informative brochure on dog bites for distribution to students and parents.

LINKS:
http://www.hsus.org/ace/11858
http://www.dogbitelaw.com/
http://www.grapevine.net/~wolf2dog/FatalDogAttacks.htm

EDITOR'S NOTE:
Kashmir
Pervez Musharraf
Atal Bihari Vajpayee
hurricane season
International Space Station
World Cup
bionic
ozone

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CNN NEWSROOM Guide

June 05, 2002

Teachers: If you are on our e-mail list and do not want to receive the Guide over the summer, please address a blank e-mail from the account that receives the e-mail Guide to: cnrguide-nomail@lists.turner.com. You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 5.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Golden Jubilee ... 04:10...04:40
-Queen Elizabeth II celebrates fifty years as Great Britain's ruling monarch.
-CNN's Walter Rodgers looks at the past 25 years of the queen's reign.

Tiananmen Square Anniversary ... 03:15...07:55
The wife of a Chinese dissident goes on a hunger strike on the anniversary of the Tiananmen Square massacre.

News Focus: Hurricane Season ... 07:00...14:55
-Are coastal residents ready for the next big hurricane?
-"Hurricane gridlock" could present a life or death situation for evacuees.

Chronicle: World Cup Sponsors ... 03:30...18:25
Sponsors' logos are all over the World Cup tournament.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:35
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Immortality Industry ... 03:00...21:35
An entire industry is devoted to the idea of extending the human life span.

Business Report: Newspaper Start-ups ... 02:40...24:15
Two savvy businessmen launch newspapers in the two largest U.S. markets.

Student Bureau ... 02:20...26:35
Seventh-graders bring a symbol of peace to their school.

Where in the World? ... 01:00...27:35
Answer: China

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Golden Jubilee

1. Who is Great Britain's ruling monarch? Whom did she succeed? How old was she when she became queen? What are the queen and her subjects observing during this, her Golden Jubilee?

2. In what year did the queen celebrate her Silver Jubilee? According to the video, how have the queen and her country changed since 1977? What effect do some believe immigration has had on Britain's monarchy? How have national and personal events changed the way Queen Elizabeth II goes about her role? In what way has the queen's "realm" been "modified"? Who does CNN's Walter Rodgers call "the most dazzling facet of the queen's 50 years"? Why do you think he refers to Princess Diana this way?

3. At the end of this segment, we hear Walter Rodgers refer to the queen as "as constant as the polar star." Point out to students that, in many countries and throughout history, the monarchy has been the political constant. Challenge students to learn more about the monarchy as a political system. Offer these questions to guide their research:
   - How did monarchies originate?
   - In what period of world history did monarchies hold the greatest power? Why?
   - What is the Divine Right of Kings? What circumstances led to widespread belief in this theory?
   - How would a political scientist classify Great Britain's monarchy?
   - What is the difference between a constitutional monarchy and an absolute monarchy?
   - What nations of the world are ruled by constitutional monarchies? Are any ruled by absolute monarchies? If so, what are they?

   Share students' findings. Read students this quote from Aristotle (322-384 BCE): "Monarchy is the one system of government where power is exercised for the good of all." Based on their research and discussion, do students agree or disagree with the Greek philosopher? Ask students to write essays in response to Aristotle's view on the monarchy.

4. For a related CNNstudentnews.com story and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/04/queen.jubilee/index.html.

LINKS:
http://www.monarchy.net/cma.htm
http://www.royalfamily.com/
http://lcweb.loc.gov/exhibits/bnf/bnf0005.html

http://www.encyclopedia.com/html/m1/monarchy.asp
http://www.wsu.edu/~dee/GLOSSARY/DIVRIGHT.HTM

Tiananmen Square Anniversary

1. What is a dissident? How are dissidents treated in China? Why is He Xintong, the wife of jailed Chinese dissident Xu Wenli, on a hunger strike? Why did He choose to strike on June 4? Why is she upset with the U.S. government?

2. Refer students to multimedia resources to learn about the history of the People's Republic of China. Have them create a chart that compares and contrasts the freedom of speech in China to the freedom of speech in your country. Based on the findings, conduct a critical discussion about why freedom of speech is important. Then, remind students that, according to Beijing officials, dissidents like Xu are exiled or imprisoned because they "threaten social stability." Ask students: Do you think dissidents can jeopardize the social stability of a country? Challenge students to support their opinions with facts. Under what circumstances, if any, do you think dissidents should be exiled or imprisoned?

3. Assist groups of students in conducting research to learn more about the Tiananmen Square protests of 1989 and the Chinese government's response. Share group findings in class discussion. Ask: In your opinion, what are the "lessons" of Tiananmen Square? Why do you think the students of 1989 were willing to risk their lives for their cause? How did the Tiananmen Square uprising affect relationships between Western nations and China?

LINKS:
http://cnn.com/2002/WORLD/asiapcf/east/06/04/china.wcup.fans.ap/index.html
http://www.state.gov/r/pa/ei/bgn/2742.htm
http://www.myhero.com/hero.asp?hero=tiananmenSquare
http://www.insidechina.com/china/special/tianan/tianan5.html
http://www.amnesty.ca/library/1999/asa1707.htm

News Focus: Hurricane Season

1. What does Chris Landsea, a National Oceanic & Atmospheric Administration (NOAA) scientist, think of the possibility of a $50 billion hurricane over the next 20 years? Why does Landsea believe such a storm is certain to hit in that time? What percentage of people living along U.S. coastlines have never experienced a major hurricane? Who is Max Mayfield? Why is he concerned about that statistic?

2. What kind of team does Mayfield supervise? What "tools of the trade" do the forecasters use to make their predictions about hurricanes? What information can forecasters tell us about hurricanes? What two critical questions are they unable to answer with confidence? Why does this inability worry forecasters?

3. How long did it take Hurricane Keith to "morph" into a killer storm? Where did it make landfall? What could have been the impact of Hurricane Keith had it hit the U.S. coastline?

4. What is an evacuation? What hurricane triggered the largest evacuation in U.S. history? What region of the U.S. was gridlocked by this evacuation? Why is Max Mayfield worried about hurricane gridlock?

5. What is a hurricane's storm surge? How accurately are scientists able to predict a hurricane's landfall?

How does this explain why emergency managers sometimes "over-evacuate"? Why did evacuation work well a generation ago? Why is "evacuation gridlock" the nightmare scenario today?

6. What "ingredients" could result in a catastrophe the next time a major hurricane does hit the U.S.? Generate a list of these "ingredients," presented in the first segment of this story:
   - ignoring evacuation orders;
   - the "cry wolf" syndrome;
   - insufficient transportation network;
   - lack of emergency shelters;
   - coastal population explosion.

   Write this list on the board. Divide the class into groups. Direct students within each group to discuss ways that the average citizen could address each of these concerns, and could raise awareness of these concerns among others. Strategies may include petitioning media outlets for public service campaigns to educate the public and lobbying government officials for help. Have each group share its strategies and discuss the role of citizens and their governments (local and federal) in hurricane preparedness.

7. Teachers, you and your students may want to check out these other resources on hurricanes and severe weather:

   Riverdeep.net's Hurricane lab:
   http://www.riverdeep.net/earthscience/data/hurricanes/hurricane_lab.html and

   Harcourt School Publishers' Extreme Places: Weather Records:
   http://www.harcourtschool.com/activity/extreme/html_docs/Weather.html.

   For a CNNstudentnews.com article and educational materials on this year's hurricane season, please visit:
   http://fyi.cnn.com/2002/fyi/news/05/29/hurricane.overview/index.html.

LINKS:
http://hurricanes.noaa.gov/
http://www.fema.gov/library/hurricaf.htm
http://www.nhc.noaa.gov/aboutsshs.html

Chronicle: World Cup Sponsors

1. What is the world's most popular sporting event? Why do corporations like Coca-Cola want to be associated with this tournament? How many sponsors are at this World Cup? How much is each paying for the right to sponsor the event? Why does Korean automaker Hyundai think this is money well spent? Besides exposure, what do Hyundai and other sponsors get from their sponsorship deals?

2. Ask students to consider why some companies sponsor specific sporting events. Brainstorm a list of sporting events, such as the NFL's Superbowl, Major League Baseball's World Series, the NCAA's Final Four (college basketball), NASCAR races, etc. Write the list on the board. Divide the class into groups. Direct each group to choose one of these events or sports and conduct research to learn more about its fan base. Have groups share their findings. Discuss how marketing executives might decide which sports make the best sponsorship opportunities for their specific companies. How do some companies use sports sponsorships to capitalize on their reach to their target markets? Discuss.

LINKS:

http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/
http://www.worldcuparchive.com/

Perspectives: Immortality Industry

1. Who is Dr. Bud Frazier? On what project is he working? What has driven him to create an artificial heart? What other technology is already helping hundreds of people with heart disease?

2. What is the "immortality industry"? Which of the industry's "products" are currently being tested by researchers? Why are medical ethicists concerned about the use of high tech innovation to extend human lives? How does Dr. Frazier respond to these concerns? Who or what do you think is likely to determine whose lives will be extended by medical technology? Explain.

3. Challenge students to consider the economics of a life expectancy of 100 years. Arrange students in groups and have each group consider how a 100-year life expectancy might impact each of the following factors, for better or worse:
   - The retirement age;
   - The job market;
   - Social Security and Medicare;
   - Consumer preferences in retail goods, groceries and entertainment;
   - Living arrangements and lifestyles;
   - Tax revenues for cities, states, and the federal government;
   - The demand for medical services.

   Have each group present its ideas and discuss whether its members believe an increased life span carries more economic benefits or downsides.

LINKS:
http://www.findarticles.com/cf_dls/m0DED/6_20/59120054/p1/article.jhtml
http://reason.com/9912/fe.rb.petri.shtml
http://biotech.about.com/cs/futuredirections/index.htm?iam=dpile_1&terms=biotechnology+immortality

Business Report: Newspaper Start-ups

1. Who is Richard Riordan? Where does he live? What does he think of his hometown newspaper, The Los Angeles Times? What kind of newspaper is he launching? Who is Seth Lipsky? What is his view of The New York Times? According to Lipsky, how will his newspaper be different from The New York Times?

2. Both Lipsky and Riordan plan to "provide an alternative voice to the perceived liberal leanings of their established rivals." What does this mean? Do you think consumers make decisions about whether or not to subscribe to a newspaper based on its politics? Explain. If so, how might a profitable "alternative voice" affect the established newspaper's market? What is profitability? Why are analysts skeptical regarding the profitability of these two new papers?

3. Inform students that, according to MTV Networks research, young people see a wide gap between the kind of news they want and what they perceive newspapers offer them. Have students consult the Internet to learn more about the demographics of regular newspaper readers and trends in newspaper readership over the past several years. (The third Web site below may be helpful.) Share students' findings. Next, have students survey local and other newspapers to see the kinds of stories that are

offered, and the businesses that advertise their goods and services there. Ask students: Does any of your research support or refute MTV's findings about young people and newspapers? Do you regularly read newspapers? If you could, would you subscribe to any of your local papers? Why or why not? Discuss.

4. Working in groups, have students use what they have learned through their research above to generate plans for newspapers designed to appeal to a younger demographic. Direct each group to specify the types of news articles that would appear in its paper, as well as the sections of the paper and the businesses most likely to advertise there. Have each group present its ideas. Present the business term "niche," and its definition to students: A niche is "a focused, targetable part of a market." (Source: http://www.investorwords.com/.) Ask: How are the new newspapers in Los Angeles and New York accommodating a market niche? How do the newspapers suggested by students satisfy a market niche? What other niches exist within the newspaper market in their community? Discuss some reasons why these market niches have not been filled.

LINKS:
http://www.newspaper-industry.org/
http://www.ap.org/pages/indnews/#anchor4
http://www.naa.org/info/facts00/
http://www.investorwords.com/

Student Bureau: Peace Poles

1. Who is Alison Hendel? What did she and the seventh-grade students at Teachers Memorial Middle School recently erect at their school? What message is inscribed on the peace pole? Why did Ms. Hendel and the students decide to put the peace pole at their school? What do the students think of the peace pole?

2. In the video, we hear that, peace poles can be found in over 200,000 locations in more than 180 countries. Direct students to learn more about other locations where peace poles can be found. Then, ask each student to consider the history of one site that is home to a peace pole. Remind students that each peace pole bears the message "May Peace Prevail on Earth." Challenge each student to use what he/she has learned about the history of one peace pole site to write a second message for that pole. Post students' peace messages on the appropriate sites on a large wall map of the world.

LINKS:
http://www.peacepoles.com/about_us.shtml
http://www.worldpeace.org/activities.html
http://www.mideastweb.org/hagit/ppeng.htm

EDITOR'S NOTE:
Queen Elizabeth II
monarchy
Tiananmen Square
evacuation
storm surge
gridlock
immortality
peace pole

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CNN NEWSROOM Guide

June 06, 2002

Teachers: If you are on our e-mail list and do not want to receive the Guide over the summer, please address a blank e-mail from the account that receives the e-mail Guide to: cnrguide-nomail@lists.turner.com.
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 5.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: New Nuclear Foes ... 06:30...07:00
-The U.S. State Department tells Americans to leave India and Pakistan.
-The Kazahkstan Summit ends with no prospects for peace between the two countries.
-Anti-India sentiment is evident in Pakistan's cities.

In the Headlines ... 05:05...12:05
Bono and U.S. Treasury Secretary Paul O'Neill reflect on their trip to Africa.

Time Change! ... 00:10...12:15
Don't forget: CNN Student News moves to 4:00 a.m. Eastern Time, beginning June 17th.

News Focus: Hurricane Season ... 04:05...16:20
Some hurricane shelters are not the safest places to be in a storm.

Chronicle: South Korea High-Tech ... 02:15...18:35
South Korea shows World Cup visitors its "wired" society.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: "Mighty Mice" ... 02:30...21:15
Genetic research could have a dramatic impact on the world of sports.

Science Report: Better Tomatoes ... 02:25...23:40
Researchers have discovered the gene in tomatoes that affects how they ripen and taste.

Student Bureau ... 02:20...26:00
CNN's Student Bureau interviews historian Stephen Ambrose on the significance of D-Day.

Where in the World? ... 01:00...27:00
Answer: United States

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: New Nuclear Foes

1. What advisory has the U.S. State Department issued to Americans in India and Pakistan? Why? Why would war between these two countries be especially dangerous? What assurances are both countries giving to demonstrate that they don't plan to engage in nuclear war?

2. What summit did Indian Prime Minister Vajpayee and Pakistani President Musharraf recently attend? Did these leaders meet each other while at the summit? What perspective does each offer of the missed opportunity for dialogue between their countries?

3. What promise did Russian Prime Minister Putin make to Vajpayee and Musharraf while all three were in Kazahkstan? While Indian and Pakistani leaders make some attempts to cool tensions between their countries, what is happening in cities like Karachi, Pakistan? Where is the "Line of Control"? How has the conflict between India and Pakistan affected lives on both sides of this line?

4. What do you think the reporter means when he speaks of "the realities of war"? How would life under these circumstances be different from your life? Although India and Pakistan may not be engaged in all-out war, how do you think the threat of a large-scale conflict is affecting their citizens? Explain.

5. Teachers: For a related CNNstudentnews.com article and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/05/india.pakistan/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/south/06/05/pakistan.india/index.html
http://jammukashmir.nic.in/
http://state.gov/
http://www.odci.gov/cia/publications/factbook/
http://www.kashmirtimes.com/
http://www.un.org/Depts/DPKO/Missions/unmogip/body_unmogip.htm

In the Headlines: African Tour

1. Who is Bono? Why did Bono and U.S. Treasury Secretary Paul O'Neill visit Africa? Which countries

did they visit? What were some of the highlights of their trip?

2. Secretary O'Neill recently told a crowd at Georgetown University that, "Economic progress in Africa is being made, but long-term growth will depend on entrepreneurship, not aid." Ask students: What is "entrepreneurship"? How is entrepreneurship different from receiving financial aid? Refer students to online resources, including the links below, to identify examples of entrepreneurial activities and opportunities that exist in Africa. Have students consider the benefits of entrepreneurship versus receiving international aid. Ask students: Why do you think O'Neill believes that long-term growth in Africa will depend on entrepreneurship? Discuss.

3. Teachers: For additional information and teaching materials on Bono's trip to Africa, visit the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/news/05/17/news.for.you/index.html and the CNN STUDENT NEWS Guides for May 23, 2002 (http://turnerlearning.com/newsroom/archive/0502/NR052302.html) and May 30, 2002 (http://turnerlearning.com/newsroom/archive/0502/NR053002.html).

LINKS:
http://www.africabusinessdirect.com/pebble.asp?relid=3684
http://216.239.39.100/search?q=cache:sYH4-TSiS80C:unpan1.un.org/intradoc/groups/public/documents/id
http://www.africatechforum.com/projects.html
http://tourism.org.za/opportunities/entrepeneur/entrepreneur.html

News Focus: Hurricane Season

1. Where do Kay Cole and Brownie Jordan live? Why are these structures vulnerable in hurricanes? Who is Michele Baker? How does she respond to the question of her county's preparedness for a hurricane?

2. What buildings are typically used as hurricane shelters in Pasco County and other storm-prone areas? What are emergency managers discovering about some of the schools used as hurricane shelters? What role does the American Red Cross play in hurricane shelters? What action is the Red Cross taking to draw attention to the fact that some of these shelters are unsafe? What happened when inspectors applied the Red Cross' safety standards to hurricane shelters (schools) in Pasco County? What is Michele Baker doing to upgrade her county's shelters? Until this process is complete, what does Baker advise citizens like Kay Cole and Brownie Jordan to do when a major storm approaches?

3. If you live in a storm-prone area, ask students if they know where their local shelter is and how to get there. Then, have students work in groups to research a list of things people should/should not bring to an emergency shelter. Share groups' findings with the class. If possible, invite a representative of the American Red Cross or your local government to talk about the area's emergency shelters, and the circumstances under which citizens should leave their homes and go to them.

LINKS:
http://www.co.monroe.fl.us/pages/hurrican/shelter.htm
http://www.flyersgraphics.com/cane5.htm
http://santarosa-emergency.com/shelter.html
http://www.redcross.org/services/disaster/keepsafe/readyhurricane.html

Chronicle: South Korea High-Tech

1. Where is this year's World Cup being held? What high-tech innovations are being displayed there? Explain how the "mobile phone/credit card" works. Do you think these innovations are useful, or do you think they result in information "overload"? Explain.

2. Inform students that the United Nations Development Program (UNDP) cites South Korea as among the top ten high-tech countries in the world. Have students conduct research to learn more about South Korea as a hub of high-tech activity and share their findings. What resources and conditions have been conducive to the development of high-tech industry in South Korea? Discuss.

LINKS:
http://www.thestandard.com/article/0%2C1902%2C27861%2C00.html
http://www.eet.com/story/OEG20010511S0039
http://www.eetimes.com/story/OEG19990722S0015

Perspectives: "Mighty Mice"

1. Who is Scott Hamilton? Why is he taking a break from touring as a professional ice skater? How might the "Mighty Mouse" breakthrough impact the careers of athletes like Hamilton? Who is Dan Jansen? What does he think of this breakthrough?

2. How did Lee Sweeney create "mighty mice" in the lab? What was his initial intention? What is IGF-1, and how does it function in both mice and in humans? How does Sweeney think his discovery might impact athletic competition?

3. Generate a class discussion about the pros and cons of IGF-1 injections for athletes. How might such technology impact the business of sports and the health of the athletes who compete in them? Inform students that the World Anti-Doping Agency (WADA) is the international agency that addresses issues of substance abuse in Olympic competition. Direct students to conduct research on this topic and the mission of the WADA. Share students' findings in class discussion. Ask: If you were a member of the WADA, would you support or oppose IGF-1 injections for athletes? Why?

LINKS:
http://www.cnn.com/2002/TECH/science/02/08/oly.igf1.research/
http://www.wada-ama.org/asiakas/003/WADA_HomePage.nsf/start?readform

Science Report: Better Tomatoes

1. What is the difference in taste between vine-grown tomatoes and tomatoes that are bought in the supermarket? During what time of year can you purchase homegrown tomatoes at the supermarket? Why do tomatoes purchased during the summer taste better than tomatoes that are purchased during other times of the year?

2. Who is Jim Giovannoni? Which characteristics found in tomatoes does the LeMADS-RIN, or rin, gene influence? How does the consumer benefit from genetically engineered tomatoes? According to Jim Giovannoni, what is the best way to get a good tasting tomato?

3. Point out to students that, on May 18, 1994, the Food and Drug Administration (FDA) announced that

it had determined a new tomato developed through biotechnology as safe as tomatoes that are bred by conventional means. Refer students to the Web sites below and other resources to learn more about genetically engineered foods. Pose the following questions to guide students research:

- What is the definition of "genetically engineered foods"?
- How does the FDA regulate genetically engineered foods?
- What are some benefits from genetically engineered foods?
- How might genetically engineered foods be harmful to people?

Discuss student findings. Ask: Do you think the benefits for genetically engineered foods outweigh the risks? Explain. Inform students that some people propose that genetically engineered foods should have labels to identify the extraneous genes that are used. Could such a measure decrease criticism about the safety of genetically engineered foods? Discuss. Based upon your research and class discussion, would you purchase genetically engineered foods at the grocery store? Why or why not?

4. Teachers: For additional information and activities on this topic, check out Riverdeep.net's "Building Better Tomatoes" at http://www.riverdeep.net/current/2002/04/042902t_gmfoods.jhtml.

LINKS:
http://fyi.cnn.com/2002/fyi/news/04/15/organic.foods/index.html
http://www.news.cornell.edu/releases/April02/TomatoGene.bpf.html
http://www.fda.gov/fdac/features/2000/100_bio.html
http://www.biotech.wisc.edu/Education/FDABack.html

Student Bureau: D-Day

1. When was D-Day? Why is this date significant in world history? What was the code name of this operation? How many soldiers landed on the beaches at Normandy? How many lost their lives in that invasion?

2. Who is Dr. Stephen Ambrose? Where did Ambrose get his accounts of D-Day? What information does he share about what some of the soldiers experienced during the invasion? What movie is the adaptation of his book, "D-Day"? What does Ambrose think of the movie?

3. Share this quote from General Dwight D. Eisenhower to the Allied troops on June 6, 1944:

   "Soldiers, sailors and airmen of the Allied Expeditionary Force: You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere are with you..."

   Assist students in consulting their textbooks and other resources to learn more about D-Day and its historical significance. Discuss students' findings. Ask: Why do you think General Eisenhower referred to this mission as "the Great Crusade"? How did the D-Day invasion answer "the hope and prayers of liberty-loving people everywhere"?

LINKS:
http://www.dday.org/
http://www.ddaymuseum.org/
http://www-lib.usc.edu/~anthonya/war/dday.htm
http://history.cc.ukans.edu/heritage/abilene/ikedday.html

EDITOR'S NOTE:
nuclear foes
"Line of Control"
Bono
Paul O'Neill
emergency shelter
gene
D-Day
Stephen Ambrose

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CNN NEWSROOM Guide

June 07, 2002

Teachers: Don't forget to re-set your VCRs. CNN Student News moves to 4:00 a.m. Eastern Time beginning Monday, June 17th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Homeland Security ... 06:10...06:40
-Pres. Bush proposes a government change in order to confront the threat of terrorism.
-CNN's Bill Schneider looks at the modern history of the president's cabinet.

News Focus: Hurricane Season ... 03:40...10:20
A major hurricane could be catastrophic for the city of New Orleans.

Ask CNN ... 01:00...11:20
Why can't earthquakes be predicted?

Chronicle: Teen People Music ... 03:30...14:50
This month's Teen People music special profiles diverse young talent.

World Cup ... 02:30...17:20
Many of India's citizens are focusing their attention on the World Cup.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Birds and Bots ... 02:45...20:15
Biologists use robotic birds to study bird courtship behavior.

Week in Review: Queen's Jubilee ... 03:15...23:30
CNN's Joel Hochmuth examines the British monarchy.

Student Bureau ... 02:50...26:20
Little rappers are the newest stars in the music industry.

Where in the World? ... 01:00...27:20

Answer: New Orleans

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Homeland Security

1. What change is President Bush proposing in an effort to better address the threat of terrorism? Who has to approve this addition to the cabinet? According to the White House, when was the last similar restructuring of government? What events prompted the restructuring of the federal government in 1947?

2. What "monumental piece of legislation" guided the U.S. through the Cold War? What were the major points of the National Security Act of 1947? How did the Cold War end? According to the video, what similarities exist between the Cold War and the War on Terrorism? What do you think CNN's Bill Schneider means when he says, "Just like in 1947, lines of responsibility have to be established. Someone has to connect the dots"?

3. President Bush is proposing a new cabinet-level Department of Homeland Security. Generate a class discussion about how Mr. Bush's proposal reflects changing times.
   - Inform students that the first U.S. president, George Washington, had a cabinet that consisted of four department secretaries: Secretary of War Henry Knox, Secretary of the Treasury Alexander Hamilton, Secretary of State Thomas Jefferson, and Attorney General Edmund Randolph. Ask: How was Washington's cabinet different from Bush's? What other changes in the presidential cabinet have taken place since Washington's presidency?
   - Group students. Direct each group to conduct research to learn more about changes in presidential cabinets since George Washington's inauguration. Have groups note the changes in cabinet departments (i.e., additions and omissions), and the circumstances and events that precipitated these changes.
   - Have groups combine their information to create a timeline of the president's cabinet, reflecting any changes and the events that made them happen.

4. Teachers: For a CNNstudentnews.com related article and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/06/bush.plan/index.html.

LINKS:
http://www.cnn.com/2002/ALLPOLITICS/06/06/bush.security/index.html
http://www.gwu.edu/~ffcp/exhibit/p5/p5_9.html
http://www.gwu.edu/~ffcp/exhibit/p5/index.html
http://www.whitehouse.gov/news/releases/2002/06/20020606.html
http://www.whitehouse.gov/homeland/

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News Focus: Hurricane Season

1. Where is New Orleans located? Why is the city at risk for hurricanes? What nightmare scenario do emergency managers offer for a big hurricane with a large storm surge? According to the video, what would be the best defense for New Orleanians in the event of a strong hurricane? Why is it unlikely that many people would evacuate?

2. What proposal are some experts offering to protect those who won't evacuate? What controversy surrounds this proposal? Does New Orleans have a solution to its potential hurricane problem?

3. Direct groups of students to their texts and other resources to learn more about the geographical factors that make New Orleans so vulnerable to hurricanes. Discuss how the city's location on the Gulf of Mexico and its situation between the Mississippi River and Lake Pontchartrain enhance this vulnerability to a hurricane's dangerous storm surge. Challenge each group of students to incorporate this geographic information into a presentation designed to make the city's residents aware of the potential damage from a serious hurricane.

4. Teachers, you and your students may want to check out these other resources on hurricanes and severe weather:
   Riverdeep.net's Hurricane lab:
   http://www.riverdeep.net/earthscience/data/hurricanes/hurricane_lab.html and

   Harcourt School Publishers' Extreme Places: Weather Records:
   http://www.harcourtschool.com/activity/extreme/html_docs/Weather.html.

   For a CNNstudentnews.com article and educational materials on this year's hurricane season, please visit:
   http://fyi.cnn.com/2002/fyi/news/05/29/hurricane.overview/index.html.

LINKS:
http://www.yatcom.com/neworl/weather/whatis.html
http://www.neworleansweb.org/links/storm.html
http://www.gnofn.org/~offemerg/nooep_cepg.html
http://www.new-orleans.la.us/population.asp

World Cup

1. According to the video, what is one of football's (soccer's) greatest rivalries? How do residents of Calcutta, India, feel about this rivalry? What sport is usually the favorite in the city of Mumbai? How do residents of this city feel about the World Cup tournament? Is India known as a "football powerhouse"? Why, then, do you think its residents are so caught up in World Cup frenzy?

2. As students have learned in CNN Student News programs throughout this week, soccer is the world's most popular sport. Use this opportunity to familiarize your students with this game and its international appeal by having them consult the Web sites below. Ask a coach or instructor from your school's physical education department to address the class on the rules and physical demands of this sport.

LINKS:

http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/

Perspectives: Birds and Bots

1. Where is the Bowerbirds' native habitat? What aspect of Bowerbirds' behavior are biologists at the University of Maryland studying? Why are the scientists using a robotic bird to study Bowerbirds' courtship behavior?

2. What do female Bowerbirds look for in a potential mate? What happens if the male exhibits very aggressive behavior? How did most of the male Bowerbirds in this study behave?

3. Inform students that male Bowerbirds often "decorate" their nests with colorful items such as pebbles, flowers, glass and insect wings, to attract females. Direct students to their texts and multimedia resources to find other examples of bird courtship behavior. Have students share their findings with the class. Discuss the importance of courtship rituals as the first step in promoting the perpetuation of the species.

LINKS:
http://www.wbu.com/edu/nest.htm
http://conservation.state.mo.us/nathis/birds/emobirds/behavior.htm
http://birding.about.com/library/weekly/aa020799.htm?iam=dpile_1&terms=bird+behavior

Week in Review: Queen's Jubilee

1. What have the citizens of Great Britain been celebrating? Amid all the celebration, what question on the monarchy persists? In what ways is the queen's role a symbolic one? How is her position one of substance and power?

2. How does Prime Minister Tony Blair describe the role of Queen Elizabeth II? Why do you think he calls her "a unifying force"? How many prime ministers have served this queen? How have these prime ministers viewed her advice? What do Britons think of their queen? How has the queen worked to promote her throne's purpose and meaning?

3. Ask your students to reflect upon the stories on the Queen's Golden Jubilee that they have seen and read about this week in the news. Then, write these two quotes on the board:

   "The monarchy is so extraordinarily useful. When Britain wins a battle she shouts, 'God save the Queen!' When she loses, she votes down the prime minister."
   ---former Prime Minister Winston Churchill

   "Something as curious as the monarchy won't survive unless you take account of people's attitudes. After all, if people don't want it, they won't have it."
   ---Charles, Prince of Wales, Son of Queen Elizabeth II

   Have one student read these quotations aloud. Generate a class analysis of each. Then ask students to consider what they have learned about the British monarchy and Britons' views of it. Is the monarchy "extraordinarily useful," as Churchill states, or something whose survival depends on whether people "want it," as Prince Charles puts it? Discuss.

4. For a related CNNstudentnews.com story and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/04/queen.jubilee/index.html.

LINKS:
http://www.royal.gov.uk/output/Page1.asp
http://school.discovery.com/homeworkhelp/worldbook/atozhistory/e/178480.html
http://www.infoplease.com/ce6/people/A0817112.html

EDITOR'S NOTE:
Dept. of Homeland Security
president's cabinet
New Orleans
World Cup
courtship ritual
monarchy
prime minister
substance vs. symbolism

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CNN NEWSROOM Guide

June 10, 2002

Teachers: Don't forget to re-set your VCRs. CNN Student News moves to 4:00 a.m. Eastern Time beginning Monday, June 17th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:35...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: Mideast Conflict ... 05:10...06:05
-Yasser Arafat announces a series of shakeups within his Cabinet.
-U.S. and Israeli leaders prepare to meet in Washington, D.C.

New Focus: Title IX ... 03:45...09:50
Sex segregation is widespread in U.S. career education programs.

Chronicle: World Cup ... 02:30...12:20
Germans are fanatical about the World Cup.

Mailbag ... 01:00...13:20
Is the U.S. the third or fourth largest country in the world?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Political Style ... 03:00...16:30
The face of Russian politics is changing.

Culture Report: Sand Mandala ... 03:35...20:05
Tibetan Buddhist monks build a sand mandala to help Americans heal from 9/11.

Student Bureau ... 05:25...25:30
The Locks of Love organization provides hairpieces to kids with medical hair loss.

Where in the World? ... 01:00...26:30
Answer: Tibet

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. What internal reforms is Yasser Arafat instituting? Why is he making these changes at this point in time? How have Israeli officials responded to Arafat's reforms? How do Israeli leaders feel about an independent Palestinian state with Arafat as its leader?

2. Why are Arafat's reforms and his call for Palestinian elections politically significant? Refer students to the links below, and other resources, to learn about how these measures might impact Arafat and the Israeli-Palestinian peace process. After students present their findings, point out that, in a recent Time.com article, journalist Tony Karon suggests that, "The fundamental question of Palestinian Authority reform... is not whether or not Arafat occupies the presidency, but what the extent of his powers will be." Have students explore the meaning of Karon's statement. Then ask: What factors could jeopardize the success of Arafat's reforms and the future of the Israeli-Palestinian peace process? What, if anything, could be done to ameliorate these potential problems? Do you think Yasser Arafat is a force for stability or instability in the Middle East? State your rationale.

3. Who is Ariel Sharon? Why is he meeting with President George W. Bush in Washington, D.C.? What is Mr. Bush's position on the Israeli-Palestinian peace process? Why do you think Egyptian President Hosni Mubarak urged Bush to commit to a timeline for Palestinian statehood? How did Bush respond to this request?

4. Have students consult multimedia news sources to learn more about Bush's meeting with Prime Minister Sharon. What challenges do you think Bush will face during the meeting? What issues will be at the top of Sharon's agenda? How should Bush deal with these issues? If you were an advisor to Bush, what advice would you give him about this meeting?

5. Teachers: For an updated CNNstudentnews.com Backgrounder on the Middle East, please go to: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/06/09/mideast/index.html
http://cnn.com/2002/WORLD/meast/06/08/wallace.otsc/index.html
http://fyi.cnn.com/time/world/article/0,8599,238549,00.html
http://fyi.time.com/time/world/article/0,8599,238120,00.html

New Focus: Title IX

1. Summarize the goal of Title IX. According to the video, how has it impacted career education programs? What evidence suggests that sex segregation is widespread in U.S. career education

programs? According to the video, why does this type of gender segregation exist? Why is this type of segregation problematic?

2. Inform students that, the National Women's Law Center (NWLC) recently asked the Civil Rights Office of the U.S. Department of Education to investigate vocational-technology programs for violations of Title IX. According to Leslie Annexstein, senior counsel for NWLC, "the center's 'petition for compliance review' does not seek to force women and girls into the more technical fields...but should carefully monitor career-education programs to make certain girls aren't being discouraged from high-tech fields or given incomplete information about career opportunities."

   Then, direct students to your school's guidance counselor, library, and multimedia resources to investigate career opportunities within the high-tech field. Have each student prepare a written report about career opportunities within the field, and the education and training required to excel within the profession. Have students identify the extent to which these professions are open to women. After the presentations, have students discuss whether or not these professions appeal to them.

3. Direct students to conduct research to learn more about the history and impact of Title IX. Instruct students to consult the Web sites below, and other resources, for diverse opinions on this legislation and its impact on sports and academics. You might also encourage students to interview older family members to get their perspective on what life was like before Title IX, as well as individuals who have benefited or suffered as a result of the legislation. Share student findings in class discussion. Have each student write an opinion paper about either what's right or what's wrong with Title IX.

LINKS:
http://www.nwlc.org/display.cfm?section=education
http://www.usatoday.com/news/healthscience/health/2002-06-06-girls-rights.htm
http://www.dol.gov/oasam/regs/statutes/titleix.htm
http://www.washingtonpost.com/wp-srv/sports/longterm/title9/articles/soundoff.htm

Chronicle: World Cup

1. Why do you think soccer is the world's most popular sport? How are soccer fans in Germany showing their enthusiasm and support for their nation's soccer team?

2. What is patriotism? Why do you think the World Cup brings out patriotism in so many people? What events evoke a sense of patriotism among people in your country? Why? What are the benefits and potential downsides of expressing patriotism? (Have students consider the differences between patriotism and nationalism.)

3. How did thousands of angry Russian soccer fans react following their team's defeat to Japan in the World Cup finals? What damage was caused by the violent rampage? Can you think of other examples of when violence has erupted after sporting events? Why do you think some people respond to a sporting defeat (or victory) with violence? In your opinion, what should the consequences be for this type of behavior? Explain.

LINKS:
http://fyi.cnn.com/2002/WORLD/worldcup/06/09/russia.death/index.html
http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/

Perspectives: Russia Political Style

1. Who is Irina Khakamada? How is she "breaking the mold for Russian politicians"? What is her message? What do we know about her background and education? When was she first elected to the Russian parliament? By what name is the Russian parliament known?

2. For how long did Khakamada serve in the Yeltsin government? Why was she dissatisfied with her role in that government? Now that she is back in parliament, what political party has she helped to organize? Who is her political heroine?

3. What obstacles does Khakamada occasionally encounter in Russian politics? Why does she want to change Russia's constitution? Would she consider running for president? Explain.

4. What are some of the factions and whoare some of the personalities that contribute to Russia's political climate? Working in groups, have students research Russia's political parties, leaders and system of government. In class discussion, have groups share their findings. Remind students that Irina Khakamada describes Russia as "very patriarchal, very traditional." Do students' findings support this claim? Why do students think Khakamada is seen as something of a "political pop star" in Russia?

LINKS:
http://www.odci.gov/cia/publications/factbook/
http://www.russia.net/~oldrn/politics.html
http://www.departments.bucknell.edu/russian/politics.html

Culture Report: Sand Mandala

1. What is a "mandala"? Why are the Tibetan Buddhist monks from Drepung Loseling Monastery in India constructing a sand mandala in New York City? What audiovisuals accompany the monks' design and creation of the mandala? What kind of Buddha is the mandala meant to honor? What does 11 year-old Natalie say about the special meaning of the mandala? According to the people interviewed, what feelings do the monks' mandala and music evoke? Describe the closing ceremony for the mandala. What does the sand returning to the river and then the ocean symbolize?

2. The Buddhist monks visited New York City to create the mandala sand painting "to heal the wound Americans suffered" as a result of September 11. One of the Buddhist monks says, "Everything comes to pass; nothing comes to stay." What is the meaning of this statement in relation to the ritual of creating and then destroying the sand mandala in New York City? Do you think the ritual performed by the monks will provide a healing and protecting experience for New Yorkers? Explain.

3. Point out to students that "the mandala sand painting is a sacred cosmogram representing the world in perfect harmony. For centuries the Tibetans have relied upon mandalas and accompanying prayer ceremonies for healing and protection in times of tragedy and crisis." Have students refer to the Web sites below, and other multimedia resources, to explore the world and mission of the Tibetan Buddhist monks. Challenge students to report on other times and events when Tibetian Buddhist monks have performed ceremonies to bring healing and protection throughout the world. Have students share their findings.

LINKS:
http://www.tibet.ca/wtnarchive/2001/12/14_1.html

http://www.drepung.org/
http://www.whyte.org/cairn/tibetgroup.html
http://www.evavandam.com/tibet.html
http://www.tibet.ca/wtnarchive/2001/12/14_2.html
http://www.tibetanculture.org/work/dance.htm

Student Bureau: Locks of Love

1. What is alopecia areata? How many Americans have this disease? How does this disease affect the lives of those who have it?

2. What is the mission of the Locks of Love organization? How are the organization's hairpieces (cranial prostheses) different from traditional wigs? How much do the organization's hairpieces cost? How many ponytails does it take to make a hairpiece? Why?

3. How do Rebecca and other hair donors feel about giving their hair to Locks of Love? Would you be interested in donating your hair to this organization? Why or why not?

4. Point out to students that hair loss is a type of physical impairment. Challenge students to identify other types of physical impairments that affect kids. Then facilitate a class discussion that addresses the following questions:
    1. How do these impairments impact the lives of kids?
    2. What stigmas are associated with these impairments? Why do you think these stigmas exist? What can be done to eliminate these stigmas?
    3. Why do some people make fun of those who have physical problems?
    4. What can a child do to deal with potential social problems that might occur as a result of having a visible impairment?

LINKS:
http://www.locksoflove.org/
http://www.alopeciaareata.com/default2.asp

EDITOR'S NOTE:
Yasser Arafat
reforms
Ariel Sharon
soccer
Title IX
segregation
hair loss
mandala

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CNN NEWSROOM Guide

June 11, 2002

Teachers: If you are on our e-mail list and do not want to receive the Guide over the summer, please address a blank e-mail from the account that receives the e-mail Guide to: cnrguide-nomail@lists.turner.com. You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 5.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:35...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: Loya Jirga ... 07:25...08:20
-Afghanistan's loya jirga begins forming a new transitional government.
-What is the loya jirga?
-Cultural biases against women still exist in Afghanistan.

In the Headlines ... 02:50...11:10
India takes measures to de-escalate tensions with Pakistan.

News Focus: Keeping the Faith ... 02:45...13:55
Afghan Hindus and Sikhs continue to experience discrimination.

Chronicle: World Cup ... 03:20...17:15
South Korean politicians use the popularity of soccer to gain votes.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:25
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Violence Against Women ... 03:40...21:05
(Please preview this segment, as the subject matter may not be appropriate for all students.)
Domestic abuse is a widespread problem in Russia.

Health Report: Teen Smoking Rates ... 01:30...22:35
Smoking among U.S. teens has declined during the last decade.

Student Bureau ... 03:20...25:55
Michigan State University students prepare for a national taekwondo competition.

Where in the World? ... 01:00...26:55
Answer: India

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Loya Jirga

1. What is Afghanistan's loya jirga? How many delegates are participating in the current loya jirga? Why was the loya jirga's opening postponed for 24 hours? What is the loya jirga's current mission?

2. Who is Mohammad Zaher Shah? Why isn't he taking part in Afghanistan's new government? Why do you think the former king wants Hamid Karzai to head Afghanistan's transitional administration? In your opinion, how will Zaher Shah's endorsement impact Karzai's chance of securing the loya jirga's approval?

3. What elections recently took place in Afghanistan? Why were these elections historically and politically significant? Why have some criticized the outcome of these elections? What challenges face the loya jirga in terms of setting up a new government? Discuss.

4. Why is it significant that women candidates from Kandahar are going to the loya jirga? How many female loya jirga delegates will participate in choosing a national transitional government? How were women treated under Taliban rule? Who is Hadi Sappopol? Which laws does Sappopol want the loya jirga to repeal? What evidence suggests that cultural biases against women still exist in Afghanistan?

5. Inform students that, during the last year, some U.S. leaders, including First Lady Laura Bush and Senator Hillary Rodham Clinton, have focused public attention on the plight of Afghanistan's women under the Taliban. Ask students to consider what role the international community should play in guaranteeing basic human rights for the women of Afghanistan under a new government.
    1. Generate a class discussion about the benefits of women's rights for Afghanistan's economy, society, government and standing in the international community. Have students consider whether Afghan women might encounter any resistance to reinstatement of their basic rights.
    2. Divide the class into small groups.
    3. Give each group ample time to discuss the possible courses of action for the international community and select one to recommend to the rest of the class. For example, groups might consider instituting economic or political sanctions if women's rights are not honored under a new government.
    4. Have each group appoint a spokesperson and present its recommendation. Discuss the potential consequences of each recommendation for both Afghanistan's women and the international community.

6. Teachers: For a CNNstudentnews.com article and teaching activity on the formation of Afghanistan's new government, visit the following site: http://fyi.cnn.com/2002/fyi/lesson.plans/06/10/afghan.meeting/.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/central/06/10/afghan.council/index.html
http://cnn.com/2002/WORLD/asiapcf/central/06/10/arraf.otsc/index.html
http://www.eurasianet.org/loya.jirga/
http://www.afghan-web.com/politics/
http://www.afghan-info.com/Ethnicst.htm
http://www.time.com/time/world/article/0,8599,185651,00.html

In the Headlines: India De-escalation

1. Have students share what they know about the recent history of India-Pakistan relations. What steps is India taking to de-escalate tensions with Pakistan? What prompted India to take this action? Why is the timing of these measures significant? How is Pakistan responding to India's actions?

2. Teachers: For a CNNstudentnews.com article and educational materials on the tensions between India and Pakistan, please go to: http://fyi.cnn.com/2002/fyi/news/06/05/india.pakistan/index.html.

LINKS:
http://www.cnn.com/time/world/article/0,8599,256961,00.html
http://www.odci.gov/cia/publications/factbook/
http://jammukashmir.nic.in/
http://www.kashmirtimes.com/
http://state.gov/
http://www.un.org/Depts/DPKO/Missions/unmogip/body_unmogip.htm

News Focus: Keeping the Faith

1. How were Afghan Hindus and Sikhs discriminated against under the Taliban? How many Hindu and Sikh families continue to live in Kabul? Describe the conditions in which these families live. Why are some Hindus and Sikhs afraid to venture into Kabul?

2. Divide your class into small groups. Have each group conduct research to learn about the extent to which non-Muslims enjoyed religious freedom when the Taliban controlled Afghanistan. Have groups share their findings. Then ask: What kind of government did the Taliban establish? Why do you think this theocracy refused to honor religious diversity in Afghanistan? What should Afghanistan's new government do to stop the discrimination of Hindus and Sikhs? Discuss.

LINKS:
http://afghanhindu.freeservers.com/
http://www.sikh-history.com/
http://atheism.about.com/library/irf99/bl_irf_afghanistan99.htm
http://www.unhcr.org/

Chronicle: World Cup

1. What elections are taking place this week in South Korea? How are South Korean politicians using on the World Cup to gain votes? How many South Korean voters are expected to vote this week? Why? What other noted politicians have successfully used soccer to get voted into office? How might this year's World Cup tournament affect relations between North Korea and South Korea?

2. As we have seen in the video, sports sometimes has a political side. Divide your class into groups, and challenge each group to find a sports event in history that has had political overtones, such as the U.S. hockey victory over the Soviet Union in the 1980 Olympics. Direct each group to research and prepare a presentation about its chosen event. Instruct students to explain how politics affected the competition, and whether the event influenced local, national or international politics. After the presentations, generate a class discussion about international sports competitions, and how they help shape national identities.

LINKS:
http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/
http://www.olympic-usa.org/

Perspectives: Russia Violence Against Women

1. Who is Natalya Vorontsova? Why did she allow herself to be abused by her husband for so long? How prevalent is domestic abuse in Russia? What factors contribute to the high incidence of domestic violence in this country? How is the Sisters Organization helping to address the issue of domestic abuse in Russia?

2. Inform students that domestic violence is a worldwide problem. In the U.S., domestic violence, which is also called "intimate partner violence (IPV)," can be defined as "the intentional emotional and/or physical abuse by a spouse, ex-spouse, boyfriend/girlfriend, ex-boyfriend/ex-girlfriend, or date." According to the Centers for Disease Control, "each year more than ten million American children witness IPV within their families." Refer students to the Web sites below to learn more about IPV and its psychological and physical consequences. Then, invite a mental health professional to your class to talk about domestic abuse. Have the counselor address the following issues:
   - Why domestic abuse occurs;
   - Why domestic abuse is gender-specific;
   - Ways to prevent domestic abuse from occurring;
   - The warning signs of abuse;
   - What kids can do if they, or someone they know, is abusing or being abused.

   Following the counselor's presentation, inform students that "approximately 1 in 10 high school students (in the U.S.) has experienced physical violence in dating relationships. Among college students, the figure rises to 22%, equivalent to the rate for adults" (Gamache, 1991). What inferences can be made from these statistics? Have students consider how education can help to prevent domestic abuse. Then, challenge groups of students to develop a campaign to educate their peers about the issue of domestic abuse.

3. In 1994, President Clinton passed the Violence Against Women Act as part of his 1994 Crime Act. Refer students to the first three Web sites below to learn about the history and impact of the act. After students share their findings, point out that, according to the U.S. Justice Department, women are 11 times more likely to be victims of domestic violence than men. Ask students: Why do you think this is

so? In your opinion, how does American society view domestic abuse? Do you think domestic abuse is a private or public concern? Explain.

EXTENSION: Inform students that, "The Violence Against Women Office administers the Department of Justice's formula and discretionary grant programs authorized by the Violence Against Women Act of 1994." Direct students to the third link below to learn about the Violence Against Women Office grant activities that are taking place in their state. Have students consider the pros and cons of the initiatives.

LINKS:
http://www.usdoj.gov/domesticviolence.htm
http://www.ojp.usdoj.gov/vawo/
http://www.ojp.usdoj.gov/vawo/stategrants.htm
http://www.cdc.gov/ncipc/dvp/fivp/fivp.htm

Health Report: Teen Smoking Rates

1. According to he video, what is the current trend in cigarette smoking among U.S. teens? Why has smoking decreased among U.S. teens during the last decade? Why do many tobacco ads target kids?

2. How does smoking affect a person's health? Refer students to their texts and the links below to learn about the health risks of smoke on smokers and nonsmokers. Have students define the terms "passive smoke," "mainstream smoke" and "sidestream smoke." After students present their findings, ask: Why is smoking a public health issue? How do you feel about smoking and people who smoke? Do you think teenagers and adults have different attitudes about smoking? Explain. Why do you think people smoke, even though they might be aware of the associated health risks?

3. Direct students to library and online resources to learn about the laws regarding the sale of tobacco products in your state, and whether your state has an effective anti-smoking campaign. After students share their research findings, ask: What are the age restrictions for buying tobacco products in your state? What happens to vendors if they violate the law? Is your state doing enough to prevent teen smoking? If not, what else should your state do? Working as a class, have students write letters to their congressional representatives in which they share their views and suggestions on how to prevent teen smoking.

LINKS:
http://www.tobaccofreekids.org/
http://www.cdc.gov/health/tobacco.htm
http://www.lungusa.org/
http://www2.cdc.gov/nccdphp/osh/state/Browse_index.htm#Legislation

Student Bureau: Taekwondo

1. What is the meaning of the word "taekwondo"? Why did Chad Johnson take up taekwondo? Where is the 2002 Taekwondo National Championship Tournament being held? How are members of the Michigan State University taekwondo team preparing for the competition?

2. Is taekwondo popular in your community? Explain. If you participate in taekwondo, share your experiences with the class. How have you benefited from practicing this martial art? What are the fundamental principles of taekwondo? Do you think these principles are important? Why or why not?

Do you incorporate these principles into your daily life? Explain.

3. How does taekwondo compare to other types of martial arts? Divide your class into groups and assign each group a different martial arts discipline, such as capoeira, karate, and judo. Refer groups to the first three Web sites below to prepare multimedia presentations in which they compare and contrast the philosophy, style, training, and health benefits of their assigned martial arts forms to taekwondo. Have groups present their findings to the class.

LINKS:
http://www.msu.edu/user/spock/tkd.html
http://dir.yahoo.com/Recreation/Sports/Martial_Arts/

EDITOR'S NOTE:
loya jirga
Afghanistan
women's rights
Hindus and Sikhs
discrimination
taekwondo
soccer
smoking rates

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CNN NEWSROOM Guide

June 12, 2002

Don't forget: CNN Student News airs at a new time beginning June 17th. Re-set your VCR for 4:00 - 4:30 a.m. Eastern Time.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: Colorado Wildfires ... 04:15...05:15
-Wildfires in Colorado rage on.
-Drought conditions have officials in neighboring states concerned.

In the Headlines ... 00:40...05:55
Efforts are being taken to diffuse tensions between India and Pakistan.

In the Headlines ... 03:00...08:55
A U.N. conference addresses the problem of world hunger.

News Focus: Asbestos in School ... 03:25...12:20
Four schools in Brookfield, CT close due to asbestos contamination.

Chronicle: World Cup Culture ... 02:05...14:25
Soccer fans from around the world go to Japan to see the World Cup games.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:35
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Army Reform ... 03:00...17:35
Russian President Vladimir Putin orders sweeping military reforms.

Business Report: Marvel Comics ... 03:50...21:25
Licensing characters for movies could spell profitability for Marvel Comics.

Student Bureau ... 02:40...24:05
The Bithlo racetrack offers people a safe place to drag race.

Where in the World? ... 01:00...25:05

Answer: Indiana

What Time Is It? ... 01:45...26:50
In Indiana, there are three time zones observed during summer.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Colorado Wildfires

1. What areas of Colorado are being hit by wildfires? When and how did the so-called Hayman fire begin? What conditions are contributing to the spread of the wildfires in Colorado? How have the fires affected the state's residents? What steps are firefighters taking to prevent the fires from spreading? What signs indicate that the fires may continue?

2. Which U.S. states are experiencing drought conditions? Why do these drought conditions exist? What measures have these states enacted to deal with the lack of water? Why are people who depend on well water particularly vulnerable to droughts?

3. Teachers: For a CNNstudentnews.com article and activity on the Colorado wildfires, go to: http://fyi.cnn.com/2002/fyi/lesson.plans/06/11/wildfire/.

LINKS:
http://fyi.cnn.com/2002/US/06/11/colorado.wildfire/index.html
http://www.nifc.gov/
http://www.colostate.edu/Depts/CSFS/

In the Headlines: U.N. Food Summit

1. Where is the U.N. conference on world hunger being held? What is the goal of this conference? Who is Robert Mugabe? Why is he being accused of using food as a political weapon? How have President Mugabe and other African leaders responded to this accusation?

2. What is famine? How many Africans may starve this year? Why? According to some Africans, what "hypocritical conditions" have the U.S. and Europe imposed that prevent African farmers from feeding their own people? How might the use of genetically modified crops help ease the food shortage problem? How does Europe feel about developing "super crops"?

3. According to the video, what factors are contributing to the food shortages in southern African countries? Inform students that during the conference, Uganda's President, Yoweri Museveni, said: "The most fundamental problems are not the weather; are not lack of improved seeds...The main

causes of food shortages in the world are really three: wars, protectionism in agricultural products in Europe, the USA, China, India and Japan, and protectionism in value-added products on the part of the same countries." Have students consider the meaning of Museveni's statement. Then, challenge student groups to consult multimedia resources to locate examples that illustrate or refute Museveni's assertions. Have students share their findings in class discussion. Ask students: Do you think world hunger can be defeated? State your rationale.

4. What is malnutrition? How many children worldwide suffer from hunger and malnutrition-related health problems? Challenge students to learn more about the malnutrition pandemic. Then, inform students that, according to the World Health Organization, "Malnutrition is not only medical; it is also a social disorder rooted in poverty and discrimination." Have students consider the meaning and validity of this statement. Challenge students to identify examples that illustrate this assertion. After students share their findings, ask: What can teens in your community do to address the problem of malnutrition in developing nations?

LINKS:
http://cnn.com/2002/WORLD/europe/06/11/italy.hunger/index.html
http://news.bbc.co.uk/hi/english/world/europe/newsid_2035000/2035590.stm
http://www.fao.org/
http://www.un.org/
http://www.thehungersite.com/
http://www.who.int/nut/
http://www.who.int/nut/nutrition2.htm
http://www.worldwatch.org/pubs/paper/150.html

News Focus: Asbestos in School

1. Why were four schools in Brookfield, CT recently shut down? How was the asbestos problem identified? What is the source of the asbestos problem? How has the asbestos problem affected Brookfield's students?

2. What is asbestos? Inform students that, according to the Occupational Safety & Health Administration (OSHA), "An estimated 1.3 million employees in construction and general industry face significant asbestos exposure on the job. Asbestos is well recognized as a health hazard and is highly regulated." Refer students to the links below to learn more about:
   - uses for asbestos;
   - materials that contain asbestos;
   - the health effects resulting from asbestos exposure;
   - what people can do to avoid exposure to asbestos;
   - what people should do if they suspect that their home, school or workplace is contaminated with asbestos.

   Have students share their findings and discuss.

LINKS:
http://www.epa.gov/opptintr/asbestos/
http://www.osha-slc.gov/SLTC/asbestos/index.html
http://www.dehs.umn.edu/ihsd/asbestos/healtheffect.html
http://www.asbestos-institute.ca/main.html
http://www.lungusa.org/

Chronicle: World Cup Culture

1. How have the World Cup games and the influx of international tourists impacted Japanese locals? Why do you think Japanese authorities anticipated violence and other security problems during the World Cup games?

2. Use this opportunity to have students learn more about Japan. Divide your class into small groups and assign each group one of the following 10 World Cup host cities in Japan: Sapporo, Miyagi, Niigata, Ibaraki, Saitama, Yokohama, Shizuoka, Kobe, Osaka, or Oita. Instruct each group to conduct research to learn about the history and culture of its assigned city and why it was chosen as a World Cup host city. Have each group draw upon its information to design a travel brochure or Web page to educate potential visitors about the city. Have groups make formal presentations of their projects to the class.

LINKS:
http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/
http://fifaworldcup.yahoo.com/en/da/
http://www.jnto.go.jp/eng/

Perspectives: Russia Army Reform

1. Why are many Russians reluctant to enter military service? What measures are Russians taking to avoid the draft? What action has President Vladimir Putin taken to reform Russia's army?

2. How has Russia's relationship with the international community changed since September 11, 2001? Have students share what they know about Russia's role in the War on Terrorism and its new relationships with NATO and the European Union. How might these changes impact Russia's military? Given these changes and the internal problems facing Russia's military, do you think military conscription in Russia is necessary? State your rationale.

3. Remind students that President Putin has ordered Russia's military to devise a reform plan to phase out the draft and move towards a voluntary army that is well-paid, well-educated and well-trained. Refer students to multimedia resources to identify alternatives to mandatory military service that have been enacted in other countries, including the U.S. and Israel. Have students discuss the pros and cons of these initiatives, and determine whether these initiatives should be adopted by Russia's military. Ask: What challenges might Russia's military face in terms of instituting these military reforms?

   EXTENSION: Ask students: What is hazing? To what extent is hazing a problem in Russia's military? Why do you think hazing is often psychologically damaging? Challenge students to think of other examples of settings where hazing is practiced. Then, inform students that one university study defines hazing as "activities that humiliate, degrade, abuse or endanger participants." Have students consider what they would or would not allow others to do to them in order to be accepted by a group. If necessary, direct students to the last link below to learn more about hazing. Discuss the choices each individual must make as he/she tries to gain entrance into a group. How does one gain acceptance without giving up his/her identity? How far should one go to gain acceptance and approval from others? Ask students: If you were a Russian conscript, what would you do to protect yourself and other new recruits from being hazed? Have students write journal entries explaining their responses.

LINKS:
http://www.cdi.org/russia/192-12.cfm

http://www.cdi.org/russia/193-3.cfm
http://www.rferl.org/nca/features/1998/10/F.RU.981015132153.html
http://www.stophazing.org/

Business Report: Marvel Comics

1. For what products is Marvel best known? What happened to the Marvel company in the 1990s? When did the company file for bankruptcy? What character may now help Marvel climb back into the black?

2. What is Marvel's management team doing to move the company toward profitability? According to Marvel Enterprises CEO Peter Cuneo, who are the "true celebrities" of Marvel's operation? What kind of deal has Marvel made with Columbia Pictures for the rights to Spider-Man? Why is Marvel pleased with this deal? Have all of Marvel's movie deals been this advantageous for Marvel? Did Marvel benefit from its X-Men movie deal? Explain.

3. What relationship did Toy Biz have with Marvel in the 1990s? Who won the battle between the two companies? What has happened to Marvel's stock price over the past year? Why? What factors have been key to the company's recent success?

4. Refer students back to the video and the mention of "licensing agreements." Inform students that licensing is "the granting of permission to use intellectual property rights under defined conditions" (Source: www.investorwords.com.) Direct students to the last Web site below and other resources to learn more about intellectual property and its protection under federal law. Share students' findings in class discussion. Lead a class brainstorming session to generate a list of other kinds of intellectual property that is licensed to others. Examples might include professional sports logos (on hats, clothing, etc.), cartoon characters (on t-shirts, birthday party goods, etc.), and video footage. Discuss how licensing benefits and protects owners of intellectual property. How might creative development within the business environment be affected if intellectual property were not subject to copyright protection and licensing benefits? Discuss.

LINKS:
http://www.investorwords.com/
http://www.marvel.com/
http://www.marveleurope.com/
http://www.marvel.com/toybiz/
http://lcweb.loc.gov/copyright/

Student Bureau: Street Racing

1. What is street (or drag) racing? How does it differ from other forms of automobile racing? Why is street racing becoming popular among American teens? Why is this sport dangerous? What are the benefits of using the Bithlo racetrack versus racing on the streets?

2. Direct students to the links below to learn more about the history of drag racing and the individuals, such as Harold Martin, who contributed to the sport. After students share their findings, ask: Why do you think people get involved in drag racing? What skills and knowledge do you think a competitive drag racer should have? How has the sport evolved since the 1950s? Does drag racing appeal to you? Why or why not? What do you think the future holds for drag racing?

   EXTENSION: Inform students that auto racing is the fastest-growing spectator sport in the U.S.

Then, have students review the Web sites below and other resources to learn more about racing and its impact on the sports world and on the U.S. economy. Ask students: Why is the sport so popular? What other industries and businesses are benefiting from this growing sport?

LINKS:
http://www.ihra.com/news/
http://www.dragracecentral.com/
http://www.bartleby.com/65/au/automobrac.html
http://www.draglist.com/
http://www.draglist.com/hill.htm

EDITOR'S NOTE:
wildfires
India and Pakistan
world hunger
asbestos
Japan
reform
intellectual property
time zones

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CNN NEWSROOM Guide

June 13, 2002

Don't forget: CNN Student News airs at a new time beginning June 17th. Re-set your VCR for 4:00 - 4:30 a.m. Eastern Time.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: Colorado Wildfires ... 02:25...03:25
Wildfires threaten Denver suburbs.

In the Headlines ... 01:05...04:30
President Bush signs a new bioterrorism bill into law.

In the Headlines ... 03:05...07:35
Afghan refugees return to Afghanistan to help rebuild their nation.

News Focus: Color Guard ... 05:10...12:45
Students talk about their commitment to the color guard.

Chronicle: South Korea Telecom ... 03:00...15:45
South Korea is a leader in the telecommunication industry.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:55
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Space Tourism ... 02:55...18:50
'N Sync singer Lance Bass hopes to become the next space tourist.

Ask CNN ... 00:55...19:45
Who determines what day and what time it is on the International Space Station?

Science Report: West Nile Virus ... 02:40...22:25
A mild winter has health officials on the lookout for the West Nile virus.

Student Bureau ... 03:40...26:05
Artistic roller-skating is a worldwide competitive sport.

Where in the World? ... 01:00...27:05
Answer: Colorado

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Colorado Wildfires

1. What areas of Colorado are being hit by wildfires? How many acres have been consumed by the so-called Hayman fire? What factors could cause the fire to double in size? How have the wildfires affected the residents outside of Denver? What measures are being taken to prevent the fires from spreading?

2. What is a drought? How have drought conditions contributed to the spread of the Colorado wildfires? Direct your students to the Web sites below for information on the drought, and the latest national drought monitor map. Is your community being affected by drought? If so, to what degree, as indicated on the map? If your community is suffering from the drought, have students consult local governments to find out what is being done to restrict water usage. Post the local water restrictions in the classroom. Generate a class discussion about what students can do to minimize water usage and waste.

3. Teachers: For CNNstudentnews.com articles and activities on the Colorado wildfires, go to: http://fyi.cnn.com/2002/fyi/news/06/12/wildfire.denver/index.html

   and http://fyi.cnn.com/2002/fyi/lesson.plans/06/11/wildfire/.

LINKS:
http://fyi.cnn.com/2002/US/06/12/colorado.wildfire/index.html
http://www.nifc.gov/
http://www.colostate.edu/Depts/CSFS/
http://www.drought.noaa.gov/
http://md.water.usgs.gov/drought/
http://www.drought.unl.edu/dm/index.html

In the Headlines: Returning Refugees

1. Who is Mohammed Zarif? Why did General Zarif return to Afghanistan? How many Afghan refugees are scattered around the world? What role do returning refugees have in rebuilding Afghanistan?

2. What type of business did Abdul Omarzay run in Afghanistan before he fled the country? Why does Omarzay feel that businessmen are "more needed in Afghanistan than anyone else"? Inform students that creating employment opportunities in Afghanistan is just one of the many issues that need to be addressed during the rebuilding of Afghanistan. Other key issues include:
   - aiding returning refugees
   - revitalizing agriculture
   - expanding education
   - repairing roads
   - assuring clean water
   - restoring electrical power.

   Have students conduct research to learn what is being done to address these issues. What challenges are associated with each of these issues? What types of assistance is the international community providing? Is this assistance sufficient? Why or why not? If not, what else should be done? Discuss.

LINKS:
http://www.unhcr.ch/cgi-bin/texis/vtx/home
http://fyi.cnn.com/SPECIALS/2001/trade.center/afghan.section.html
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1721000/1721885.stm
http://www.afghanistans.com/

Chronicle: South Korea Telecom

1. What is South Korea's position in the telecommunication industry? What initiatives have made SK Telecom a leader in the telecommunication field? What is "CDMA 2000" technology? What are SK Telecom's future business goals?

2. Using the Web sites listed and other resources, challenge students to learn about the history, culture, government and economy of North Korea and South Korea, and the current relationship between these two nations. After students share their findings, ask: Why would North Korean leaders be willing to work with South Korean phone carriers to establish mobile phone service projects in the North? How might these projects benefit the citizens of North Korea? How might they impact future relations between the two Koreas?

LINKS:
http://www.sktelecom.co.kr/english/index.html
http://www.wirelessweek.com/
http://lcweb2.loc.gov/frd/cs/krtoc.html
http://lcweb2.loc.gov/frd/cs/kptoc.html

Perspectives: Russia Space Tourism

1. Who is Lance Bass? What steps has Bass taken to secure a seat on a Russian rocket? Where did Bass undergo tests to determine his fitness for space travel? If the Russian Aerospace Agency allows Bass to make the trip, when will he depart for the International Space Station (ISS)? What company is backing Bass' space trip? How does Radio Shack stand to benefit from this venture?

2. Refer students to the links below to learn about the arguments for and against space tourism, including the potential economic and political ramifications. Then, instruct groups of students to draw upon their research to conduct mock CNN "Crossfire" programs, in which they deliberate whether tourists should be allowed to venture into space. Have students represent "Crossfire" co-hosts James Carville,

Paul Begala, Robert Novak, and Tucker Carlson, a NASA administrator, a representative from the Russian space agency, Lance Bass, and former space tourists Dennis Tito and Mark Shuttleworth.

3. Teachers: You can find a CNNstudentnews.com articles and educational materials on space tourism at these site:
http://fyi.cnn.com/fyi/interactive/specials/space/stories/space.tourist.html

http://fyi.cnn.com/2002/fyi/news/04/25/space.tourist/index.html.

You may also want to check out Riverdeep.net's "Space Tourists: Ticket to Ride" at:
http://www.riverdeep.net/current/2002/04/042902_spacetourists.jhtml.

Your students can see when the ISS will appear over their area and its approximate position in the sky by going to
http://spaceflight.nasa.gov/realdata/sightings/.

LINKS:
http://cnn.com/2002/TECH/space/05/31/bass.space/index.html
http://www.nasa.gov/
http://www.cosmonautadventures.com/
http://www.spacetourismexpo.com/
http://www.space-frontier.org/

Science Report: West Nile Virus

1. What is the West Nile virus? How is West Nile transmitted? How do researchers test for the presence of West Nile? Why do researchers conduct their tests in a "level three" lab? Which groups of people are more likely to experience clinical symptoms from the West Nile virus? Why?

2. When was West Nile first detected in the U.S.? How has the West Nile virus spread since it was first detected? What evidence indicates that the spread of West Nile will be worse this year?

3. How do mosquitoes contribute to the spread of the West Nile virus? What types of environmental conditions create an ideal breeding ground for mosquitoes? What should people do to protect themselves from contracting the West Nile virus?

4. Have students determine the presence or the possibility for the West Nile virus in their city. Direct groups of students to create written proposals for their city or state recommending a course of action to control the spread of West Nile. Instruct students to consider the use of drugs and pesticides, the elimination of swampy breeding grounds and the potential use of vaccines. Have students share their proposals with the class.

5. Teachers: For more information on the West Nile virus, check out the following Riverdeep.net Web site:
http://www.riverdeep.net/current/2001/09/091701t_westnile.jhtml.

EXTENSION: Divide students into groups and instruct each group to identify and research an animal-borne or insect-borne disease that affects humans. Have students address the following during their research:

1. Species that carries the virus
2. Virus's origins and symptoms
3. Factors that contribute to the virus's growth and transmission (climate, food, water, hygiene, lack of medical treatment, etc.)
4. Where the virus is most prevalent in the world
5. Number of people that are infected by and/or die from the disease
6. What is being done to prevent transmission and treat the disease
7. Reasons the disease continues to exist.

Have students share their findings with the class.

LINKS:
http://www.cdc.gov/ncidod/dvbid/westnile/index.htm
http://www.cdc.gov/ncidod/dvbid/westnile/q&a.htm
http://cindi.usgs.gov/hazard/event/west_nile/west_nile.html
http://www.usgs.gov/wnvfactsheet.html

Student Bureau: Artistic Roller-Skating

1. Describe the sport known as "artistic roller-skating." For how long have Jayme Fitzgibbon and Sam Porazzo been involved in this sport? How many hours a week does the pair practice? What other sacrifices have Jayme and Sam made to excel in their sport? What rewards have they reaped as a result?

2. According to Coach John Viola, how does skating rate as a form of exercise? What other benefits do skaters gain? How is artistic roller-skating received in countries outside the U.S.? Is artistic roller-skating an Olympic sport? Why does Jayme think this is so? Do you think artistic roller-skating should be an Olympic sport? Why or why not?

LINKS:
http://www.orbitskate.net/ARTISTIC.HTM
http://home.europa.com/~llawson/roller/roller.htm

EDITOR'S NOTE:
wildfire
bioterrorism
Afghan refugees
telecommunications
color guard
space tourism
roller-skating
West Nile virus

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TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: Colorado Wildfires ... 04:00...05:00
-Weary Colorado firefighters are getting help from reinforcement crews.
-Current drought conditions could last until September.

In the Headlines ... 02:55...07:55
-The loya jirga elects Hamid Karzai as Afghanistan's interim president.
-Who is Hamid Karzai?

News Focus: Flag Day ... 03:15...11:10
The American flag is a powerful national symbol.

Chronicle: World Cup Latin Fiesta ... 02:35...13:45
Costa Rica and Brazil face off in the World Cup.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:55
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Russia Western Culture ... 03:00...16:55
President Putin strengthens Russia's ties to the West.

Week in Review: World Food Summit ... 03:20...20:15
The 2002 World Food Summit ends on a sour note.

Student Bureau ... 02:30...22:45
Lithuanians declare the Uzupis district an Independent Art Republic.

Where in the World? ... 01:00...23:45
Answer: Lithuania

Oreo Birthday ... 03:00...26:45
The Oreo cookie celebrates its 90th birthday.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Colorado Wildfires

1. What areas of Colorado are being hit by wildfires? How have the wildfires affected residents outside of Denver? How many firefighting crews have been assembled to combat the Hayman fire? What measures are these crews taking to stop the fires from spreading? How can weather conditions affect the firefighters' work?

2. What is a drought? Which areas of the U.S. are being affected by drought? How are the droughts impacting local residents? How have drought conditions contributed to the spread of the Colorado wildfires?

3. Teachers: For CNNstudentnews.com articles and activities on the Colorado wildfires and drought conditions in the U.S., go to:
http://fyi.cnn.com/2002/fyi/lesson.plans/06/13/wildfire/

http://fyi.cnn.com/2002/fyi/news/06/12/wildfire.denver/index.html

and http://fyi.cnn.com/2002/fyi/lesson.plans/06/11/wildfire/.

LINKS:
http://fyi.cnn.com/2002/US/06/13/colorado.wildfire/index.html
http://www.nifc.gov/
http://www.colostate.edu/Depts/CSFS/
http://www.drought.noaa.gov/
http://md.water.usgs.gov/drought/
http://www.drought.unl.edu/dm/index.html

In the Headlines: Hamid Karzai

1. What is Afghanistan's loya jirga? To what post has Hamid Karzai been elected? How long will he serve as Afghanistan's interim leader? What is the loya jirga's next step?

2. When and under what circumstances did Karzai initially assume power in Afghanistan? What has

been Karzai's mission since assuming power last year? In general, how is he viewed by Afghan citizens and the international community? What challenges does he face in his role as Afghanistan's interim leader?

3. Since assuming power, Hamid Karzai has talked to world leaders about obtaining aid for his country. Direct students to conduct research to learn about Afghanistan's rebuilding needs. Share student findings. Then ask: Why is Karzai's personal and political image so important to the rebuilding of Afghanistan? Discuss.

4. Teachers: For additional information related to this segment, visit the following CNNstudentnews.com site:
"Karzai ushers Afghanistan into new era" http://www.cnn.com/2002/fyi/news/01/31/karzai.profile/index.html.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/trade.center/afghan.section.html
http://fyi.cnn.com/SPECIALS/2001/trade.center/interactive/post.taliban/frameset.exclude.html
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1721000/1721885.stm
http://www.afghanistans.com/

News Focus: Flag Day

1. What does the American flag symbolize? How has the American flag changed over the years? What is Flag Day? How did this U.S. holiday get its start?

2. What is patriotism? Do you think its important for people to feel patriotic about their country? Discuss. Challenge students to identify examples of how the U.S. flag has been used over the years to inspire patriotism among Americans? Have your feelings about the U.S. flag changed since the September 11 terrorist attacks? Explain.

3. Share with students the text of the "Pledge of Allegiance": "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all." Then ask: What do you think is the meaning of the "Pledge of Allegiance"? Do you think pledging allegiance to the flag represents pledging loyalty to the United States? Why or why not? Discuss.

4. Inform students that the flag that inspired Francis Scott Key to write the "Star Spangled Banner" looks different from the U.S. flag that flies today. Have students research the different flags that have flown over the United States and the history behind each one. Then have each student choose a flag from one time period and write a story from the flag's perspective, recounting what it has "witnessed" during its historical era. Create a timeline of the development of the U.S. flag around the classroom. Discuss how the history and symbolism behind a nation's flag make it a source of emotion and national pride.

   EXTENSION: Have students conduct research to learn about other countries' national flags. Assign each student a different country. Then, direct each student to the last link below and other resources to learn about the history and symbolic significance of the country's national flag. Pose the following questions to guide students' research:
   - To what extent do the flag's colors and design reflect the country's history and future goals?
   - Has the flag ever been a source of controversy?

- Does the country have a holiday similar to Flag Day in the U.S.?

Have students make formal presentations of their findings.

LINKS:
http://www.usis.usemb.se/Holidays/celebrate/flagday.html
http://cnn.com/2002/US/06/13/flagbeach.ap/index.html
http://www.ushistory.org/betsy/flagetiq.html
http://www.usflag.org/flag.etiquette.html
http://www.flags.net/

Chronicle: World Cup Latin Fiesta

1. According to the video, the World Cup games are "soccer's equivalent of the Hajj." What is the meaning of this statement? Why are this year's games being called the "Friendly World Cup"? Why was the World Cup game between Costa Rica and Brazil referred to as "a contest between David and Goliath"? Who won the game?

2. Can you think of other national pastimes worldwide that generate as much passion as soccer? Explain. What do you think accounts for the almost fanatical devotion of fans to certain sports? In your opinion, is this a healthy part of a national culture or a dangerous obsession? Discuss.

3. Instruct student groups to conduct research to learn about the history, culture, government and economy of either Costa Rica or Brazil. Have groups prepare multimedia presentations of their findings. After the presentations, have students identify the similarities and differences between these Latin American nations.

LINKS:
http://www.fifa.com/index.html
http://fifaworldcup.yahoo.com/
http://www.cia.gov/cia/publications/factbook/geos/br.html
http://www.cia.gov/cia/publications/factbook/geos/cs.html
http://www.rrz.uni-hamburg.de/IIK/page/pagela.htm
http://www.worldbank.org/html/schools/regions/lac.htm

Perspectives: Russia Western Culture

1. Why is the city of St. Petersberg considered a symbol of Russia's future? Why is Russian President Valdimir Putin moving Russia closer to the West and enhancing cooperation with the U.S.? How do Russians feel about these changes?

2. What evidence suggests that, historically, Russia has kept its distance from the West? According to the video, how has this distance affected the cultural and political development of Russia?

3. In the video, we learn that, many Russians feel they have been "marginalized by the 20th century." What does this mean? Do you think this feeling is warranted? Why or why not? Support your opinion with facts.

4. Refer students to multimedia resources to learn how the relationship between the U.S. and Russia has changed since the Cold War. Have students create a timeline that depicts the significant people and events that have shaped the evolution of this relationship. After the timeline is completed, ask: Do you

think it is necessary for Russia to be more cooperative with the U.S.? Why or why not? Why do many Russian continue to mistrust the U.S.? Do you think these feelings of mistrust can be overcome? Explain.

5. Teachers: At the end of May, Russia made major strides in strengthen its ties with the West: NATO admitted Russia as a limited partner in the Western alliance, and the European Union decided to recognize Russia as a market economy. If you would like additional information and teaching activities on these recent developments, visit the following CNNstudentnews.com sites: http://fyi.cnn.com/2002/fyi/lesson.plans/05/28/nato.russia/

   http://fyi.cnn.com/2002/fyi/lesson.plans/05/27/nato/

   http://fyi.cnn.com/2002/fyi/news/05/29/russia.wto/index.html.

LINKS:
http://www.russiajournal.com/
http://learning.turner.com/coldwar/cw_start.html
http://www.ibiblio.org/pjones/russian/outline.html
http://www.interknowledge.com/russia/peter01.htm

Week in Review: World Food Summit

1. Where was the 2002 World Food Summit held? Which U.N. organization sponsored the conference? What was the goal of this conference? What was the outcome of the summit? How many undernourished people are there in the world? Why are many summit delegates skeptical that world leaders will be able to meet the goal of reducing the number of hungry people in the world by half by 2015?

2. What type of food was served at the conference? Why were some critical of the menu selection? How did Jacques Diouf, Director-General of the Food and Agriculture Organization (FAO), respond to the criticism? Why does he believe that the World Food Summit is necessary?

3. What is the FAO? Inform students that the FAO was "founded in 1945 with a mandate to raise levels of nutrition and standards of living, to improve agricultural productivity, and to better the condition of rural populations." Then, refer students to the third Web site below to learn more about the FAO and its role in addressing the problem of world hunger. Working in small groups, have students prepare multimedia presentations about the scope and impact of different FAO initiatives. After the presentations, ask students: Do these initiatives meet the FAO's mandate? Explain. How has the proportion of hungry people in the developing world changed since the FAO was established? Despite the gains, why does hunger continue to be a worldwide problem? Discuss.

4. Teachers: For additional discussion questions and activities on the 2002 World Food Summit, visit the CNN Student News Guide for June 12, 2002 at http://turnerlearning.com/newsroom/archive/0602/NR061202.html.

LINKS:

http://cnn.com/2002/WORLD/europe/06/13/italy.food/index.html
http://news.bbc.co.uk/hi/english/world/europe/newsid_2035000/2035590.stm
http://www.fao.org/
http://www.thehungersite.com/

Student Bureau: Art Republic

1. Locate Vilnius, Lithuania on a world map. Why is the Uzupis district of Vilnius unique? To what other districts is Uzupis being compared? What measures are being taken to establish Uzupis an "Art Republic"?

2. What is Uzupis' "state ideology"? At the end of the video, CNN Student News corespondent Lina Vaitiekunaite states that, "True freedom is to enjoy life without stereotypes." Have students discuss the meaning of this statement as it applies to the citizens of Uzupis. Ask students: Why does stereotyping exist? What problems can result from stereotyping? Do you think it's possible for people of different ethnic and cultural backgrounds to live harmoniously within a community? Why or why not? Challenge students to support their positions with facts.

3. Point out to students that, in 1972, the United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted the World Heritage Convention, which is dedicated to preserving cultural and natural properties throughout the world. UNESCO has created the World Heritage List, which identifies 721 protected cultural properties worldwide, including the Vilnius Historic Center.

   Refer students to the last two Web sites below to learn more about the World Heritage Convention and the world's protected cultural properties. Group students and have each group prepare an oral report about one of the cultural properties on the World Heritage List. Have each group identify the history and cultural significance of the property, why it is on the list, and what is being done to preserve the property. After the presentations, have students identify cultural properties that are not on the list that they think should be represented.

LINKS:
http://neris.mii.lt/towns/vilnius/vilnius.html
http://www.vilnius.lt/business/oldtown/
http://whc.unesco.org/sites/541.htm
http://whc.unesco.org/toc/mainf17.htm

EDITOR'S NOTE:
wildfire
drought
Hamid Karzai
Flag Day
soccer
hunger
Uzupis
Oreo cookie

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CNN NEWSROOM Guide

June 17, 2002

Welcome to CNN Student News! Set your VCR for our new time, 4:00 - 4:30 a.m. ET, Monday through Friday, on CNN.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Colorado Wildfires ... 06:20...06:50
-Evacuees cope with displacement as a result of Colorado's wildfires.
-Community leaders evacuate animals from the path of the Hayman fire.

In the Headlines ... 02:00...08:50
A federal jury finds Arthur Andersen guilty of obstruction of justice.

News Focus: Space is the Place ... 04:50...13:40
CNN's Miles O'Brien looks at an astronaut's tools of the trade.

Chronicle: Baseball by the Book ... 03:30...17:10
Baseball's history and heroes fill the pages of literature.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China Passing Generations ... 03:45...21:05
The son of one of China's most famous actors brings the sitcom to his country.

Culture Report: Women of Summer Movies ... 03:00...24:05
Many of this summer's movies are for and about women.

Student Bureau ... 02:20...26:25
Gen. Eisenhower helped end the U.S. Army's practice of segregation.

Where in the World? ... 01:00...27:25
Answer: France

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Colorado Wildfires

1. How much has the biggest wildfire in Colorado's history cost so far? What is the meaning of the word "evacuate"? How many people have been forced to evacuate their homes in the path of the Hayman fire? Where are evacuees of the Hayman fire being sent? How are they passing the time in the shelter? Who is Ed Johnson? Where are he and his wife temporarily living? How does Ed feel about this arrangement? How could the destruction of their home permanently affect their lives?

2. What kinds of events usually take place at the Douglas and Jefferson County Fairgrounds? How are these sites being used today? How did the idea for this animal evacuation plan get its start? What has been the response to the call for volunteers to help with the animals?

3. Point out to students that, according to FEMA, many disaster evacuees indicate that their next concern after the safety of their family is the safety of their pets and farm animals. Most disaster shelters do not allow people to bring their pets. Why do students think this is so? What problems could allowing pets in shelters cause? What problems could result if pets are left behind when families evacuate? Have students consult local authorities to find out what they recommend people do with pets and/or farm animals in the event of evacuation. If an animal evacuation center, like the one shown in the video, is not an option, discuss whether such an approach is feasible in your area.

4. Teachers: For a related CNNstudentnews.com story and educational materials, please visit: http://fyi.cnn.com/2002/fyi/news/06/13/wildfire/index.html.

LINKS:
http://www.cnn.com/2002/US/06/16/colorado.fires/index.html
http://www.fs.fed.us/r2/psicc/fire/hayman/announcements.htm
http://www.fema.gov/fema/equine.htm

In the Headlines: Andersen Verdict

1. With what energy-trading company was the Arthur Andersen company closely linked? What decision was reached by a federal jury on Saturday regarding Arthur Andersen? How could this decision affect the future of the company? What penalties does Arthur Andersen face? According to CNN's Peter Viles, what "single smoking gun" prompted jurors to find Andersen guilty of obstruction of justice?

2. According to CNNMoney.com, Arthur Andersen has laid off 7,000 employees, sold many of its U.S. operations and lost more than 650 of its public audit clients since the Enron scandal came to light. Ask students to conduct research to learn how the collapse of Enron has had ripple effects throughout the business world. Share students' findings in class discussion. Ask students: What implications could the obstruction of justice conviction against Arthur Andersen have for the company, as well as for the

accounting industry?

LINKS:
http://money.cnn.com/news/specials/andersen/

News Focus: Space is the Place

1. Describe the astronaut's tools and equipment seen in the video. In what way does an astronaut's suit both help and hinder repair work in space? What tool is the "workhorse" of space repair? What are some features of the pistol grip tool (PGT)?

2. How do astronauts keep their tools from floating away in space? What makes an astronaut's "tool belt" different from one found on Earth? What is "total tether consciousness"? What is most difficult about making space repairs?

3. In this segment, we hear the word "torque." What is torque? Have students consult their texts and other resources to learn how torque and other factors such as force, mass and power impact work on Earth. Discuss student findings. Direct students to conduct additional research to learn whether or not zero gravity impacts each of these factors, and if so, how this impact would benefit or hinder work in space.

LINKS:
http://spaceflight.nasa.gov/index.html
http://www.howstuffworks.com/fpte.htm

Chronicle: Baseball by the Book

1. Who are some of the American writers and thinkers who have turned to baseball for inspiration? To what extent is baseball still America's national pastime? What sports seem to be surpassing baseball in popularity? Why, according to CNN's Jeff Greenfield, are the literary and intellectual set still fixated on baseball?

2. Who is Mike Lupica? According to Lupica, what "matters" about baseball? What do you think Jeff Greenfield is trying to say when he states that, "Sometimes, the men and women of the mind can get a bit carried away, investing every ground ball with cosmic significance"? Do you agree or disagree with him? State your rationale. Why do you think so many American writers' "powerful memories" are associated with baseball?

3. While baseball is the stuff of movies, literature and songs, it has also been fertile ground for some memorable quotations. Share these quotes with your students:

   "Whoever wants to know the heart and mind of America had better learn baseball, the rules and realities of the game."--Jacques Barzun

   "Baseball is ninety percent mental. The other half is physical."--Yogi Berra

   "Baseball is like driving, it's the one who gets home safely that counts."--Tommy Lasorda

   "Baseball is like church. Many attend, few understand."--Wes Westrum

"Baseball is the only field of endeavor where a man can succeed three times out of ten and be considered a good performer."--Ted Williams

Direct students to search for and share other baseball quotes by players, managers, writers, journalists and others. Challenge each student to select one quote that best summarizes baseball for him/her, and write an essay explaining that perspective.

LINKS:
http://www.bemorecreative.com/tqs/tq-baseball.htm
http://www.oldschoolbaseball.8m.com/aquote.html
http://baseball-almanac.com/quomenu.shtml

Perspectives: China Passing Generations

1. Who is Ying Da? How did become interested in sitcoms? What is his most successful TV series? Who is Ying's father? What famous roles has he played? What does he think of his son's efforts to dispense humor? Why does he believe that the Chinese people "deserve some laughs"?

2. Use this opportunity to introduce students to contemporary Chinese history. Have them work in groups to research the history of China since 1949 and share their findings. Ask: What do you think Ying Ruocheng means when he says that "the Chinese have suffered so much"? How do you think Ying Da's sitcoms might help them to deal with that suffering?

3. Ask students if they have ever heard the saying, "Laughter is the best medicine." Direct them to the Internet and other resources to learn more about the therapeutic benefits of laughter. Share students' findings in class discussion. Ask students to submit to you in writing some of their favorite (appropriate) jokes or funny stories. Allow students a "stress break" for a few minutes at the end of the week, by having one student select and read one of the submissions to the class.

LINKS:
http://www.rtpnet.org/~cahaha/article.htm
http://www.laughtertherapy.com/faq.htm
http://www.globesyndicate.com/adv/2001/102601.html
http://asterius.com/china/
http://www-chaos.umd.edu/history/toc.html

Culture Report: Women of Summer Movies

1. What movies, directed at female audiences, are due for release this summer? Based on the brief plot synopses of each film, in what ways are these movies "about women and for women"? Who is Brian Grazer? According to Grazer, what common element must all summer movies have to be hits at the box office? How does Grazer want to convince the audience that this summer's films have the required "adrenaline hits"? Who is Callie Kourie? Why does she disagree with Grazer's ideas for capturing female audiences? Who is Mary Steenburgen? What is her opinion about the appropriate portrayal of women "on the way to empowerment"?

2. What does Callie Kourie mean when she says, "...female audiences have been underestimated, undervalued, and certainly underrepresented in the marketplace for a very long time"? Do you agree or disagree with Kourie's perspective on the way in which female audiences have been regarded and treated by the film industry? Explain. If Kourie's perception is true, why do you think the film industry

has targeted male audiences? Discuss.

3. List the movies referenced in the video. Group students, and assign each group one of the listed movies. Refer them to the Web sites below and other resources to find out more about the ways in which women and young girls are portrayed in this summer's movies by using the following as guidelines for their research:
   - What kinds of roles (traditional vs. non-conventional) do the women play?
   - How do the women interact with each other in the stories?
   - How do the women interact with the men in the stories?
   - What conflicts between women and women, and men and women are played out in the movie?
   - What conflicts between generations of women are depicted? How are they resolved?
   - Are the plots of the movies typical of movies traditionally aimed at male or female audiences?
   - Would the movies appeal to both males and females? Explain.

   After groups have presented their findings, lead a class discussion on the following questions:
   - What kinds of movies are typically designed for male audiences?
   - What kinds of movies are typically designed for female audiences?
   - What characteristics does each of these kinds of movies have?
   - What male/female stereotypes do these movies perpetuate?
   - How does the perpetuation of male/female stereotypes impact audiences and their lifestyles?
   - Do you think it's a good or bad idea to remove the gender bias from movies?
   - Is it possible to make movies that are non-gender specific? Why or why not?
   - What are the societal advantages and disadvantages of eradicating (or attempting to eradicate) gender profiling in the film industry?
   - What kinds of movies have general appeal?

EXTENSION: In what other aspects of life is the issue of male and female stereotyping being addressed? Have students select such areas as education, politics and careers to investigate how the roles of men and women have changed during the last 50 years. Ask: What motivated the changing attitudes and roles? Have each student write an essay in response to the following question: Has society benefited from the leveling of the playing field regarding male and female societal roles? Support your rationale.

LINKS:
http://yayasisterhood.warnerbros.com/teaser.html
http://movies.go.com/movies/B/bluecrush_2003/
http://movielist.nexcess.net/s/sunshinestate.shtml
http://mobile.citysearch.com/review/12034508/editorial
http://www.cartoonnetwork.com/POWERPUFF/movie/

Student Bureau: Battle of the Bulge

1. What role did African-American troops play in World War II prior to December, 1944? What major battle took place that month and year? Who was the commander of the Allied forces? What did he do to end the U.S. Army's practice of racial segregation?

2. How did African-American military personnel respond to General Eisenhower's call to arms? How did the army's company commanders evaluate the combat performance of these men? Why was the integration of the U.S. Army difficult? How did the bravery and skill of the African-American soldiers help advance the goal of integration? What does Stephen Ambrose mean when he calls today's U.S.

Army "colorblind"?

3. Inform students that it was President Harry S. Truman who took on institutionalized bias when he declared in July, 1948, via executive order, "that equal facilities and treatment be accorded to all in the military." Have students work in groups to learn more about the actions of General Eisenhower and President Truman towards ending segregation in the U.S. military. Point out that, in spite of these high profile actions, African Americans who were willing to die for their country still did not receive the recognition and respect they deserved. Why do students think this was so? How was the American Civil Rights Movement of the 1950s and 1960s an extension of the actions by Eisenhower and Truman? Discuss.

LINKS:
http://www.dtic.mil/armylink/news/Jul1998/a19980730legacy2.html
http://www.redstone.army.mil/history/integrate/intchron.htm
http://www.redstone.army.mil/history/integrate/welcome.html

EDITOR'S NOTE:
evacuation
animal shelter
Hayman fire
Arthur Andersen
obstruction of justice
baseball
sitcom
segregation

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CNN NEWSROOM Guide

June 18, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: World Cup ... 05:00...05:30
-The U.S. team makes it to the World Cup quarterfinals.
-Japan gets a psychological boost from its team's victory.

In the Headlines ... 01:30...07:00
A U.S. Forest Service technician is charged with setting the Hayman fire.

News Focus: Watergate Anniversary ... 04:00...11:00
Evidence from the Watergate Scandal helps explain what happened 30 years ago.

Chronicle: Downtown Little League ... 02:30...13:30
Manhattan's young ballplayers visit the home of the Little League World Series.

Chronicle: "Fastastic Voyage" ... 03:30...17:00
Radio personality Tom Joyner hosts a "Fantastic Voyage" to support historically black colleges.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China Fitness Craze ... 03:00...20:10
Beijing's young and old make fitness a priority.

Health Report: "Dr. Beach" ... 03:50...24:00
Researchers are studying Florida's beaches to see if they are contaminated.

Student Bureau ... 02:00...26:00
Pennsylvania high schoolers visit their congressman in Washington, D.C.

Where in the World? ... 01:00...27:00
Answer: Pennsylvania

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: World Cup

1. Why was the U.S. soccer team's win over Mexico such a surprise? How long has it been since the U.S. team has performed this well at the World Cup? Who will the U.S. team face next in World Cup competition?

2. What team did the Japanese beat to advance to the second round of the World Cup? Why did many Japanese companies have to arrange for in-house showings of the match? What psychological effect has the team's victory had on Japan's people? What short-term effect has the victory had on Japan's economy? How did Japan's prime minister react to the victory? Why do you think many Japanese believe their leaders "have something to learn from their football team"?

3. Develop a class definition for the term "nationalism." Using this definition, generate a discussion in response to the following question: Why do you think participation in international athletic competitions such as the World Cup or the Olympics prompts nationalism? Discuss. Do you think the display of nationalism is a negative or a positive result of the competitions? Explain.

4. Teachers: For a related CNNstudentnews.com story and educational materials, go to: http://fyi.cnn.com/2002/fyi/news/06/17/world.cup/index.html.

LINKS:
http://sportsillustrated.cnn.com/soccer/world/2002/world_cup/news/2002/06/16/us_mexico_gamer/
http://sportsillustrated.cnn.com/soccer/world/2002/world_cup/
http://www.fifa.com/

News Focus: Watergate Anniversary

1. What was the Watergate Scandal? When did the Watergate break-in occur? To whom did the trail of evidence lead? Which president resigned as a result of this scandal?

2. Whose trial was the source of the evidence on display in the video? Who was involved in the break-in at the Democratic National Committee headquarters at the Watergate Hotel? When was the headquarters first burglarized? Why did the burglars return? What items did law enforcement officials seize from the burglars? What is a "bug"? Who owned the address book seen in the video? Why is this address book a significant piece of evidence?

3. Use this opportunity to have students examine the Watergate scandal and its effects on the presidency. Have students work in groups to research the facts behind the scandal and its impact on the Executive Branch. Direct students to interview parents and older family members to learn more about their impressions of Watergate. Share and discuss students' findings. Challenge each student to write an

essay in response to this question: Do you think that Watergate was a constitutional crisis or a successful test of the constitutional process?

LINKS:
http://www.cnn.com/2002/ALLPOLITICS/06/17/dean.salon/index.html
http://cnn.com/ALLPOLITICS/1997/gen/resources/watergate/
http://www.journale.com/watergate.html
http://www.chron.com/content/interactive/special/watergate/

Chronicle: Downtown Little League

1. Why have the 32 teams of the Downtown Little League had a tough season? What happened to their playing field? Why did the teams recently travel to Williamsport, Pennsylvania? Who paid for the trip?

2. How did September 11 impact membership in the Downtown Little League? Who is Vito Suppa? What is his goal? What did the players and their parents gain from their trip to Williamsport?

3. In the video, students learn that Williamsport, Pennsylvania, is home to the Little League World Series. What are other important sites for baseball fans, young and old? Have students work in groups to locate other historic and technological monuments to baseball, such as the Hall of Fame in Cooperstown, New York, historic ballparks like Boston's Fenway Park and Chicago's Wrigley Field, and newer, fan-friendly venues like Atlanta's Turner Field and Cleveland's Jacobs Field. Have groups locate as many baseball sites as they can, explain what makes each significant to baseball's fans, and mark each site on a map of North America.

LINKS:
http://www.littleleague.org/
http://www.littleleague.org/media/downtownmanhattan.htm

Chronicle: "Fastastic Voyage"

1. Who is Tom Joyner? What is the purpose of the Tom Joyner Foundation? What is the "Fantastic Voyage"? What corporations help Joyner in this effort? To whom does Joyner give most of the credit for the fundraiser's success? How does the mission of the Tom Joyner Foundation fulfill what Joyner says is the true meaning of life?

2. What are some of the United States' historically black colleges and universities? Have students work in groups to learn more about these academic institutions and share their information with the class. Discuss the contributions these colleges and universities have made to American society, education and politics.

LINKS:
http://www.tomjoyner.com/
http://www.topblacks.com/entertainment/tom-joyner.htm
http://edonline.com/cq/hbcu/

Perspectives: China Fitness Craze

1. Why are Beijing's urbanites playing "jianzi"? How does this activity benefit mind and body? How is

working out "a revolution of sorts" in China?

2. Why are gyms gaining in popularity among the Chinese? According to the video, what percentage of China's gymgoers are women? Why are Chinese women interested in working out? About how much does a gym membership cost in China? Where can fitness fans go if they can't afford this fee? What are Beijing's senior citizens doing to promote physical fitness? Why is the city making physical fitness a priority?

3. Generate a class discussion about the physical activities students saw in this segment, and who was engaged in them. Ask students to compare what they have seen to what they see in their community. Is physical fitness a community activity where they live? What can their community learn from the Chinese emphasis on physical activity? What could their community teach the Chinese as they promote their physical fitness initiative? Discuss.

LINKS:
http://asia.cnn.com/2002/WORLD/asiapcf/east/06/04/china.fitness/
http://english.peopledaily.com.cn/200111/29/eng20011129%5F85610.shtml

Health Report: "Dr. Beach"

1. Who is Dr. Stephen P. Leatherman? Why is he known as "Dr. Beach"? How does a beach make it to Dr. Beach's list of top ten beaches? According to Dr. Beach, what is the number one beach in the U.S.? Why are researchers from the University of Florida studying both the water and sand of Florida's beaches?

2. Refer student groups to the links below and other resources to learn about the harmful microorganisms that can be found in polluted water and the illnesses that they cause. Some of these illnesses include gastroenteritis, dysentery, hepatitis, cholera, and typhoid fever. Have students identify the symptoms, treatments, and short-term and long-term health effects of these illnesses. After groups give formal presentations of their findings, have each group produce a print or video public service announcement to educate beachgoers about beach pollution and how they can protect themselves from getting sick.

   EXTENSION: Instruct students to consult the last two links below to learn about the U.S. Environmental Protection Agency's role in setting bacteriological water quality standards for swimming safety. Ask students: How serious and extensive is beach pollution in the U.S.? How safe are the beaches in your state? What can the general public do to avoid getting sick from swimming at the beach? Discuss.

LINKS:
http://www.drbeach.org/
http://www.drbeach.org/hbc/index.htm
http://www.epa.gov/ost/beaches/
http://yosemite.epa.gov/water/beach2002.nsf

Student Bureau: Rep. English

1. Who is Phil English? What state and U.S. congressional district does he represent? What "two responsibilities" does he have? What issues does he see as most important to his constituents?

2. Ask students if they know who their congressional representatives are. If not, they can go to one of the

Web sites below to find out. Point out to students that all 435 congressional seats are up for election this November. Challenge students to find out who is running in their district(s), and what important issues are on the minds of voters. Have students present their findings to the class. Discuss the importance of an imformed citizenry in a democratic republic.

LINKS:
http://www.house.gov/
http://www.congress.org/

EDITOR'S NOTE:
World Cup
Watergate
Richard Nixon
Little League
Williamsport, Pennsylvania
Tom Joyner
beach pollution
U.S. Congress

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CNN NEWSROOM Guide

June 19, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Apartheid Lawsuit ... 04:00...04:30
-Lawyers file suit against banks they say benefited from apartheid.
-CNN's Charlayne Hunter-Gault interviews a victim of apartheid violence.

In the Headlines ... 01:40...06:10
Mothers Against Drunk Driving (MADD) urges Congress to pass stricter anti-drunk driving laws.

News Focus: Video Game Violence ... 02:40...08:50
A Hong Kong company plans to introduce a controversial video game.

Chronicle: World Cup.com ... 03:00...11:50
Soccer's governing body, FIFA, hosts a popular World Cup Web site.

Chronicle: Baseball Economics ... 02:40...14:30
Team owners say that professional baseball has major financial problems.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China E-Tombs ... 02:40...17:20
Chinese mourners go online to honor the deceased.

Business Report: RVs and Summer Travel ... 02:30...19:50
Recreational vehicles are in high demand in the aftermath of 9/11.

Our World ... 03:00...22:50
Top teen auto techs compete for scholarships and prizes.

Student Bureau ... 04:00...26:50
Much has changed in Birmingham, Alabama, since the days of the Civil Rights Movement.

Where in the World? ... 01:00...27:50

Answer: Alabama

CNN NEWSROOM CLOSE ... 00:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Apartheid Lawsuit

1. Why are lawyers filing suit against against U.S. and Swiss banks? What does this lawsuit seek for the plaintiffs? What was apartheid? In what country was apartheid practiced? When did South Africa begin to abandon apartheid? When was the nation's first multiracial presidential election held? Who was elected president of the new South Africa?

2. Who was Hector Peterson? What action has his mother taken on his behalf, twenty-six years after his death? What happened to Abel Sathkge? How have his injuries impacted his life and his livelihood? Has he received any government compensation? Explain. Why does Sathkge welcome the lawsuit against the banks?

3. Inform students that the Associated Press defines apartheid as "an oppressive web of racist laws starting in 1948 that classified all South Africans by race and stripped even the most basic rights from those who were not white." Refer students to their texts and the Internet to learn about the history of apartheid and its demise. Then, ask: How did the apartheid government affect South African citizens? Why do you think people are filing claims against the banks for their role in apartheid?

4. Have students conduct research to learn about rules and regulations of class action suits. Ask: What are the prerequisites of a class action suit? What are the stipulations if the class action is maintainable? What are the appropriate orders a court may make in response to a class action suit? Discuss. Based on your research, why do you think the lawyers in this case are filing a class action claim?

5. Teachers: You can find a CNNstudentnews.com version of this story and educational materials at this site: http://fyi.cnn.com/2002/fyi/news/06/18/lawyer.apartheid/index.html.

LINKS:
http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html
http://www.facts.com/cd/o94317.htm
http://www.anc.org.za/un/

In the Headlines: "Getting MADD"

1. What message did Mothers Against Drunk Driving (MADD) bring to Washington 20 years ago? Why is the organization concerned that the country could forget that message? According to MADD

President Millie Webb, how many Americans die each week in alcohol-related crashes? Does this number surprise you? Explain.

2. What is the focus of "Getting MADD"? What are some of the recommendations included in this report? What MADD-supported action did Congress take last year in the fight against drunk driving?

3. Use this opportunity to discuss the topic of drunk driving with your students. Whether or not they are old enough to drive, they should know the danger involved in riding with a driver who has been drinking and what they can do to stop a friend or relative from driving drunk. Invite a medical professional, law enforcement agent, and a person who has lost a friend or family member in an alcohol-related accident to participate in a panel discussion on the topic. After the presentation, have students work as a class to prepare a school-wide awareness campaign, using different types of media, on the human costs of drunk driving.

LINKS:
http://www.madd.org/home/

News Focus: Video Game Violence

1. How old is Andrew Peterson? Why does he like video games? How does Andrew's father feel about these games? What does he mean when he talks about a "threshold" that will be reached with video games?

2. What is the title of Gamecyber's forthcoming video game? What is the premise for this game? How have Hong Kong's police reacted to the game? How do Gamecyber executives respond? According to the video, how does "Young and Dangerous" compare to similar video games on the market? What kind of rating system has the video game industry imposed on itself? What do you think of this rating system? What kind of rating do you think "Young and Dangerous" will have when it is released? Why?

3. Do violent video games promote violent behavior among young people? Have students consult the Internet and other media resources to learn more about this issue. Direct students to find evidence that connects violent games with violent behavior, and evidence that refutes or minimizes any connection. Have students share their findings with the class. Challenge students to write essays in response to the question: "Who should control video game content?"

4. Teachers: For a related topic, you may want to direct students to Riverdeep.net's "Labels and Lyrics" at:
http://www.riverdeep.net/current/2001/08/082001_m_songlyrics.jhtml.

LINKS:
http://news.uns.purdue.edu/html4ever/9906.Sherry.video.html
http://seattletimes.nwsource.com/news/technology/html98/game_19990516.html
http://zdnet.com.com/2100-11-516842.html?legacy=zdnn&chkpt=zdnnstop

Chronicle: Baseball Economics

1. What city is home to Major League Baseball's Expos? Why are the Montreal Expos an "endangered species"? Why does the league plan to toss the Expos and another team out of the Majors? In addition to Montreal, what other team was Major League Baseball considering dropping last year? How did

Minnesota's Governor, Jesse Ventura, react to this possibility?

2. Who is the current Commissioner of Major League Baseball? According to Bud Selig, what is the current state of the game? According to team owners, how many teams made money last year? Overall, how much money did Major League Baseball's 30 teams lose last year? How does this loss compare to the amount of revenue the teams claim to have generated? According to economist Andrew Zimbalist, why does it "make no sense" that Major League Baseball is talking about cutting teams? What other issues are complicating baseball's financial picture?

3. To understand some of the economic issues facing Major League Baseball, students need to understand the business terms associated with these issues. Divide the class into small groups, and have each group select one of the following terms to research:
   - union,
   - player representative,
   - arbitration,
   - collective bargaining,
   - lockout,
   - revenue,
   - revenue sharing,
   - broadcast rights,
   - salary cap,
   - free agency,
   - franchise,
   - licensing.

   Have each group offer a definition of its term and explain how that term applies to Major League Baseball's current economic picture.

LINKS:
http://mlb.mlb.com/NASApp/mlb/mlb/homepage/mlb_homepage.jsp
http://www.kcstar.com/item/pages/printer.pat%2Csports/3accc5d2.623%2C.html
http://www.espn.go.com/mlb/s/highsalaries.html
http://www.sportingnews.com/voices/fans_view/20010123-p.html
http://www.econedlink.org/lessons/index.cfm?lesson=EM75
http://www.investorwords.com/

Perspectives: China E-Tombs

1. What are some of the graveside rituals seen at the beginning of this segment? Why is the family of the deceased woman gathered there?

2. What is Netor.com? Explain what the site offers families of those who have died. What does it cost to open an e-tomb on this site? Why did the woman in the video open an e-tomb there when her mother died? What do you think of the e-tomb idea? State your rationale.

3. At the end of this segment, we hear the Chinese saying, "The most important thing in life is to get buried well." Solicit students' reactions to this statement. Then, challenge groups of students to research the death rituals of other cultures throughout history, from the ancient Egyptian, Greek and Roman cultures to contemporary American culture. Share groups' findings. What do these rituals tell us about each of the cultures that practice them? Do other cultures' rituals support the Chinese maxim stated above?

LINKS:
http://sg.netor.com/index.asp
http://www.bampfa.berkeley.edu/exhibits/greek/death.html
http://www.public.iastate.edu/~rjsalvad/scmfaq/muertos.html
http://dying.about.com/cs/modernculture/index.htm?iam=dpile_1&terms=death+ritual

Business Report: RVs and Summer Travel

1. What kinds of vehicles fall into the "RV" category? Why are many Americans taking to the open road in RVs this summer? Have suppliers been able to meet the demand for RVs? Why or why not? Who are the baby boomers? What, according to the video, are the "peak RV buying years"? How are current demographics also helping to fuel the demand for RVs?

2. Which RVs have been the "hot sellers"? What kinds of innovations are making RVs more comfortable? How are RV stocks performing? What "one bump in the road" could hurt RV sales? Why do you think rising gas prices and interest rates are unlikely to impact the RV market?

3. Point out to students that the two primary factors driving the current demand for RVs are demographics and consumer preference. Generate a class discussion around these two factors and their impact on the RV market. Then, divide the class into small groups. Direct each group to come up with a good or service that is in high demand now, and determine the factors that have driven that demand. Have each group present its information. Determine to what extent changes in each of the following variables could impact demand for each good or service presented:
   - price of the good or service;
   - prices of related goods/services, especially substitutes;
   - consumer preferences;
   - consumer expectations (an anticipated shortage, for example);
   - consumers' incomes.

   In general, which of these variables have the strongest impact on consumer demand for a specific good or service? Discuss.

LINKS:
http://www.rvia.org/index.htm
http://www.trailerlife.com/index.cfm?source=goto
http://www.rvusa.com/
http://www.rvhome.com/

Our World: Teen Tune-Up

1. Why were dozens of broken cars on the National Mall in Washington, D.C. this weekend? Describe the contest in which the young mechanics competed. How were the winners determined? Who won the competition? In addition to awarding scholarships and prizes to talented young mechanics, what was the other purpose of this competition?

2. According to the U.S. Department of Labor's Bureau of Labor Statistics, automotive service technicians and mechanics held about 840,000 jobs in 2000. Read this statistic to students and inform them that the growing complexity of automotive technology requires service for skilled workers. In other words, the auto mechanics and technicians of today are more highly trained than ever. Encourage students who are interested in this career to pursue information on the training and skills

they will need to enter the field, as well as internship opportunities in their community.

LINKS:
http://stats.bls.gov/oco/ocos181.htm
http://www.asashop.org/
http://www.troubleshooters.com/tpromag/200105/200105.htm

Student Bureau: Birmingham

1. Locate the city of Birmingham, Alabama, on a map of the United States. Why was this city the site of many demonstrations and rallies in the 1950s and 1960s? What is the city like today?

2. Who is James Armstrong? Does he think that Dr. Martin Luther King Jr.'s dream of equality has become a reality in Birmingham? Explain. Why does Armstrong say he would take part in the struggle for equality again if he had to? Where is Hoover High School? Who are some of its teachers who could be "role models" for minority students? In what way does segregation still exist at Hoover? How have Hoover and other Alabama schools changed since the days before the Civil Rights Movement? What similar changes are evident in Birmingham's government?

3. Direct your students to the Web sites below and other resources to learn more about past and present-day Birmingham. Discuss the city's role in the civil rights history and its modern image as an emerging Southern business center. How has the city's history and diversity contributed to its new image? Discuss.

4. Teachers: You and your students may want to check out Riverdeep.net's "Dr. Martin Luther King, Jr.'s Dream Lives On" at: http://www.riverdeep.net/current/2000/01/front.130100.mlk1.jhtml.

LINKS:
http://www.ci.bham.al.us/
http://www.bhistorical.org/things_to_do/destinations.html

EDITOR'S NOTE:
apartheid
South Africa
Mothers Against Drunk Driving
video game violence
World Cup
Major League Baseball
recreational vehicles
Birmingham, Alabama

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CNN NEWSROOM Guide

June 20, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: "Single Sky" ... 04:10...04:40
-An air traffic controllers' strike cripples Europe's air travel.
-The "single sky" plan has its supporters and critics.

In the Headlines ... 01:20...06:00
-A government panel considers the resumption of smallpox vaccines.
-Hamid Karzai is sworn in as Afghanistan's transitional president.

News Focus: "Lifting the Veil" ... 08:30...14:30
Photographer Jim Hollander chronicles today's Afghanistan through the camera's lens.

Chronicle: Spring Training ... 01:30...16:00
Young baseball players and their fathers learn about life through baseball.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Cell Phone Jammer ... 03:45...19:55
A Hong Kong company has a way to quiet cell phones.

Science Report: Sharks ... 03:30...23:25
Scientists are studying sharks to learn more about why they "attack" humans.

Student Bureau ... 02:50...26:15
Science fiction becomes science fact in the form of the International Space Station.

Where in the World? ... 01:00...27:15
Answer: Florida

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: "Single Sky"

1. Where is a major air traffic controllers' strike bringing air travel to a halt? Why are the air traffic controllers on strike? What is the "single sky" plan?

2. According to European authorities, how is the current system of air traffic control "archaic"? What is the European Union (EU) proposing to remedy this situation? What are some of the benefits of the "single sky" plan? What are some of its downsides? Who is opposed to the plan? Why? At the end of this segment we hear that there is a consensus that "the existing fragmented system no longer makes sense." Based on what you have heard, what do you think makes Europe's current air traffic control "fragmented"?

3. What is a union? What is a strike? Inform students that in "Principles of Economics" by N. Gregory Mankiw, a union is defined as "a worker association that bargains with employers over wages and working conditions." A strike is defined as "the organized withdrawal of labor from a firm by a union." Review the main points of this story, and the interests that are represented in the video. What is each side's view of the strike? What is the rationale for that position? Ask each student to take on the role of one of the following individuals: A French air traffic controller, a member of the European air traffic controllers' union, a transportation official from one of the EU nations, or a stranded passenger at a French airport. Have students conduct research about this strike from their assumed perspectives. Have each student offer a one or two minute oral opinion on this strike from his/her chosen perspective. To whom is this strike justified? Who would disagree? Why?

4. For a related CNNstudentnews.com article and resources, please visit: http://fyi.cnn.com/2002/fyi/news/06/19/one.sky/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/europe/06/19/europe.strike/index.html
http://www.cnn.com/2002/WORLD/europe/06/19/single.sky/index.html
http://www.janes.com/regional_news/europe/news/jar/jar000816_1_n.shtml
http://news.bbc.co.uk/hi/english/world/europe/newsid_1524000/1524810.stm

In the Headlines: Smallpox Vaccine/Afghan President

1. What is smallpox? Why is a government panel considering recommending the resumption of smallpox vaccines? When were routine smallpox vaccines halted in the U.S.? When was the disease eradicated? When is the government expected to have enough smallpox vaccines for everyone in the U.S.?

2. Who was sworn in as the president of Afghanistan's transitional government? When is the transitional government expected to take power? What is the loya jirga? What vision for Afghanistan's future did Harmid Karzai share with the loya jirga yesterday?

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/central/06/19/afghan.council/index.html
http://www.cnn.com/2002/HEALTH/conditions/06/19/smallpox.vaccine/index.html
http://www.bt.cdc.gov/Agent/Smallpox/Smallpox.asp

News Focus: "Lifting the Veil"

1. Who is Jim Hollander? To what book did he contribute his skill as a photographer? What images did he capture of the American presence in Afghanistan? How does he describe the look on the Marines' faces as they prepare for their assault? Why do you think he describes some of the Afghan people as "rugged"? What images of Afghan hope did he capture with his camera? Did any of these photos make an impression on you? If so, which one(s), and why?

2. What is photojournalism? You have probably heard the saying, "A picture is worth a thousand words." What is the meaning of this statement? What are the similarities and differences between using photographs and words to tell a news story? Which medium do you think has a greater impact on the reader? Why?

3. What is photojournalism? Encourage students to explore the field of photojournalism. Ask students to consider:
   - Why people become photojournalists;
   - The components of effective photojournalism;
   - How photojournalists' pictures influence others.

   Then, have small groups of students select contemporary social issues to serve as the themes of photo essays. Instruct students to collect photographs that exemplify their subjects, or take the photos themselves. Have students create displays to exhibit their work.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.digitalstoryteller.com/YITL/default.htm

Perspectives: Cell Phone Jammer

1. According to the video, what subject is sure to initiate a conversation with a resident of Hong Kong? Why? What percentage of Hong Kong's residents owns a cell phone? How has "mobile mania" affected any social taboos associated with cell phone use in public?

2. What is the MuteTone? What are the limitations of this device? How much does it cost? Who might be interested in purchasing a device like this? Why is demand for the MuteTone so overwhelming? Why is Hong Kong's government about to undertake a public consultation on the MuteTone?

3. Inform students that cell phone jamming is currently illegal in the U.S. because of concerns that it would interfere with emergency calls. Generate a class discussion about this technology and whether it should be legal in the U.S. Ask students how they feel about cell phone use in public. Are they ever inconvenienced or bothered by public cell phone use, or do they feel everyone should have the right to talk on the cell phone anywhere, anytime? If students are ever bothered by public cell phone use, do they think devices like the MuteTone should be permitted in places like theaters, restaurants, and places of worship? Why or why not?

LINKS:
http://www.newhouse.com/archive/story1a092200.html
http://www.wired.com/news/topstories/0,1287,18733,00.html

Science Report: Sharks

1. What are researchers hoping to learn at the Mote Marine Laboratory in Sarasota, Florida? Why do researchers want to learn more about sharks? Who is Jessie Arbogast? What happened to him at the beach near Pensacola, Florida? Why do you think this event focused the media's attention on shark attacks?

2. How did the number of shark attacks last summer vary from the number of attacks the previous year? How do you think the media coverage has affected the public's perception of the likelihood of shark attacks?

3. Why do scientists believe that many shark bites may be a case of "mistaken identity"? Why do scientists think sharks only bite humans once? What advice do the experts in the video offer to avoid being bitten by a shark?

4. Inform students that animals that eat other animals are known as predators. The animal being eaten is the prey. Have students conduct research to identify characteristics of a shark and other examples of predators that sometimes attack humans. Have students answer the following questions:
   - Are sharks predators? If so, what are some examples of the sharks' prey?
   - How do sharks catch their prey?
   - Are humans sharks' prey? Why or why not?
   - What are some examples of predators that sometimes attack humans? Under what conditions do they attack humans?

   Discuss student findings. Ask: What are some similarities and differences between sharks' behavior and that of the other predators you studied?

   EXTENSION: Carcharodon megalodon shark teeth are as much as 17.5 cm long. Based on its tooth length, scientists estimate the Miocene-era shark was probably 12 m long, which is about twice as long as today's great white shark. Have students imagine that they discovered some shark teeth with the following lengths: 35 cm, 70 cm, and 8.75 cm. Have them use ratios to estimate the sizes of the sharks from which these teeth came.

LINKS:
http://www.xs4all.nl/~jkoetze/
http://www.flmnh.ufl.edu/fish/Sharks/ISAF/ISAF.htm
http://www.mote.org/~rhueter/sharks/attacks.phtml
http://www.proaxis.com/~cwrc/LivingWithWild/UrbPred.htm
http://www.necsi.org/projects/evolution/co-evolution/pred-prey/co-evolution_predator.html

Student Bureau: International Space Station

1. When did work begin on the International Space Station (ISS)? How many nations have contributed to this project? What is the purpose of the ISS? Who is Captain William Shepherd? Who accompanied him as crewmembers on Expedition One? With what former adversary has the U.S. established a partnership in space? What milestone in space history did the ISS mark on November 2, 2001? What do you think Bill Shepherd meant when he called the ISS a "blueprint" for future expeditions?

2. Where is the ISS? Your students can consult the last Web site below to track the orbit of the International Space Station.

LINKS:
http://www.firstscience.com/SITE/iss.asp
http://spaceflight.nasa.gov/
http://liftoff.msfc.nasa.gov/temp/StationLoc.html

EDITOR'S NOTE:
"single sky" plan
smallpox
vaccination
Hamid Karzai
Afghanistan
cell phone jammer
shark attacks
International Space Station (ISS)

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CNN NEWSROOM Guide

June 21, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Smallpox ... 03:00...03:30
CDC scientists advise against mass smallpox vaccination.

In the Headlines ... 02:20...05:50
It's no surprise to commuters that traffic is getting worse.

News Focus: Julie Foudy ... 07:55...13:45
CNN's Kim Abbott interviews USA soccer team captain Julie Foudy.

Chronicle: Walk of a Lifetime ... 03:50...17:35
An Atlanta teenager's graduation ceremony becomes an inspirational event.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: China Stem Cells ... 03:00...20:45
Many of China's sick hinge their hopes on stem cell technology.

Week in Review: President Karzai ... 03:30...24:15
It's a new political day in Afghanistan.

Student Bureau ... 02:20...26:35
An exhibit at Boston's Public Library focuses on the heroes of 9/11.

Where in the World? ... 01:00...27:35
Answer: Los Angeles

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Smallpox

1. What is smallpox? When was this disease eradicated? Why are U.S. authorities suddenly concerned about smallpox? When do they expect to have enough vaccine to protect all Americans from a bioterrorist attack of smallpox?

2. What recommendation did American scientists issue yesterday regarding mass innoculation against smallpox? Why are the scientists advising against mass vaccination? Explain why population changes were a factor in their decision. Who do the scientists consider "high risk," and why? Do they think anyone should be vaccinated against smallpox? Explain.

3. What assurances do health officials want to convey to the American public? Where does the smallpox virus currently exist? Who will next review the decision made by the vaccine panel?

4. Biological warfare is as old as war itself. The ancient Romans are thought to have initiated the practice of biological warfare by dumping diseased animals into the drinking water of their enemies, thus making their enemies sick and affecting their morale. Have students work in groups to learn more about biological warfare throughout history and share their information. Discuss what makes biological warfare especially threatening to the human species in the modern world. Then, ask: Why do you think terrorists would want to use smallpox as a biological weapon? Do you think people should be concerned about bioterrorism? Why or why not?

5. Teachers: For a related CNNstudentnews.com article and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/20/smallpox/index.html.

LINKS:
http://www.medical-library.org/journals/mddx/smallpox/1_smallpox.htm
http://jama.ama-assn.org/issues/v281n22/ffull/jst90000.html
http://www.homelandhealth.com/consumers/smallpox.phtml/?source=overture&search=smallpox

In the Headlines: Traffic Jams

1. What organization recently released the annual "Urban Mobility Report"? According to the Texas Transportation Institute, how much time is the average American wasting each year sitting in traffic? How much time does the average rush hour driver lose each year in Los Angeles traffic? What cities were the "runners-up" in the time-drain category?

2. Why is traffic getting worse in America's cities? Why do you think congestion is typical in bigger cities? According to the study's researchers, what is the annual price tag for time and fuel lost to traffic jams?

3. Ask students if they have ever been stuck in traffic. If so, did the delay make them late for important events, work, or other appointments? How would they describe their feelings about the experience? What do they think American commuters are willing to do in order to minimize the time they spend in

traffic? Why might it take a change in commuter behavior to solve the nation's traffic problems?

LINKS:
http://www.cnn.com/2002/TRAVEL/NEWS/06/20/traffic.jam/index.html
http://tti.tamu.edu/

News Focus: Julie Foudy

1. Who is Julie Foudy? What is Title IX? Why does Foudy think Title IX is still needed today? According to Foudy, what problems for women's sports exist in spite of Title IX?

2. According to Foudy, what positive things can participation in sports do for girls? How do these positives carry into adult life? How does Foudy feel about parental involvement in kids' sports? Why does she always tell young people to "just try things"?

3. What is the Top Soccer program? What is its purpose? Who are the participants? How does the program help kids who would otherwise not participate in a sport to play soccer? What are some of Julie Foudy's goals, both on and off the field?

4. Inform students that many sports analysts say that Team USA's dramatic victory in the women's soccer World Cup might not have happened had it not been for Title IX. Have students work in groups to learn more about Title IX and its impact on women's athletics. Share students' findings. To what degree was Julie Foudy's team victory also a victory for Title IX? Discuss.

LINKS:
http://www.usdoj.gov/crt/cor/coord/titleix.htm
http://www.ed.gov/pubs/TitleIX/part5.html
http://www.cnn.com/US/9907/12/title.ix/

Chronicle: Walk of a Lifetime

1. Who is Masha Malikina? What happened to her in October, 1999? What goal did she set for herself, in spite of her paralysis? Why wasn't she able to walk across the stage to receive her diploma at her actual graduation? Why did a local radio station get involved? How did the station help Masha accomplish her goal?

2. In the video we hear Masha say, "Today is not about me crossing the stage in a wheelchair or crossing the stage walking. It's more about that I set a goal, and I was denied that goal after I worked so hard..." What do you think kept Masha focused on her goal? What do you think others can learn from Masha's determination? Do you consider Masha's story inspirational? Explain.

3. Have students identify and research the stories of individuals who have overcome their physical disabilities such as actor Christopher Reeve or professional golfer Casey Martin. Direct students to share the stories of their selected individuals. Discuss the common qualities these individuals share, and what others can learn from them.

4. Inform students that according to the Americans with Disabilities Act (ADA) Web site, "The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications." Refer students to the second Web site below and other resources to learn about the ADA. Ask: Why was the ADA

created? What are the key components of the act? How does the Americans with Disabilities Act protect individuals with disabilities? Discuss.

5. Teachers: For a CNNstudentnews.com story and related materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/20/graduation/index.html.

LINKS:
http://www.cnn.com/2002/US/06/19/masha.graduates/index.html
http://www.usdoj.gov/crt/ada/adahom1.htm

Perspectives: China Stem Cells

1. What is leukemia? According to the video, how many Chinese are affected by this disease? What percentage of this number is children?

2. Why is the young woman in the video waiting in a hospital? What are stem cells? What is the good news/bad news about stem cells and the treatment of blood cancers? What are the odds of a stem cell match between a patient and his/her sibling? What are the odds of a match among patients and stem cell donors who are not blood related? Why is China in urgent need of a stem cell database? Who has tried to create this database? What country has the world's largest stem cell database? Why do you think this is so?

3. Teachers: For more information, you and your students may want to examine Riverdeep.net's "Understanding Stem Cells," a part of "Changing the Blueprint," located at http://www.riverdeep.net/current/2002/02/020402_genetics.jhtml.

LINKS:
http://seniorhealth.about.com/library/news/bl_stem_primer.htm

Week in Review: President Karzai

1. What is Afghanistan's loya jirga? Whom did this assembly select as the country's transitional president? What promises did he make after taking the oath of office? How is President Karzai trying to balance his new administration? What does Karzai think about the American military presence in Afghanistan? Why was a small group of delegates appointed to form a national parliament? When will Afghans go to the polls for an historic first presidential election?

2. Teachers: For a CNNstudentnews.com Backgrounder on Afghanistan, please visit: http://fyi.cnn.com/2001/fyi/news/10/23/afghanistan/.

Student Bureau: Firefighter Respect

1. What is the subject of the current exhibit at the Boston Public Library? How are viewers reacting to this exhibit? Who is Devon Watson? How has September 11 affected the community's perception of his job? Has it changed his view of his job? Explain. For how long has Jim Feeney been a firefighter? How does he view his job? Why do you think the events of September 11 have had such a profound effect on the way most citizens perceive firefighters and police? Has the tragedy changed your view of these professionals? Explain.

2. Teachers: Interested students may wish to consult CNNstudentnews.com's "Examine careers in firefighting" at http://www.cnn.com/2002/fyi/lesson.plans/04/17/firefighter.profile/.

LINKS:
http://stats.bls.gov/oco/ocos158.htm
http://www.iaff.org/

EDITOR'S NOTE:
smallpox
bioterrorism
vaccine
Julie Foudy
Title IX
disabled
stem cells
Hamid Karzai

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CNN NEWSROOM Guide

June 24, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:20...00:35

CNN STUDENT NEWS ... 00:10...00:45
Today's top stories

Lead Story: Arizona Wildfires ... 02:25...03:10
Wildfires force evacuations in Arizona.

In the Headlines ... 03:00...06:10
The EU summit in Seville, Spain convenes in the shadow of the World Cup.

News Focus: EU Immigration ... 03:55...10:05
CNN's Alex Thomson profiles the work of immigration officials in Britain.

Chronicle: Metropolitan Oval ... 03:00...13:05
-President Bush promotes national fitness.
-The Metropolitan Oval is the oldest soccer field in the U.S.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:15
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Arranged Marriage ... 03:30...16:45
CNN's Indra Sibal attends an arranged Punjabi Hindu wedding.

Culture Report: Andy Warhol ... 01:45...18:30
Andy Warhol's art captured American pop culture.

Party Animals ... 02:15...20:45
Vandals deface a public art project in Washington, DC.

Student Bureau ... 04:55...25:40
The U.S. considers taking military action against Iraq.

Where in the World? ... 01:00...26:40
Answer: Iraq

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Arizona Wildfires

1. What areas of the U.S. are being hit by wildfires? What is the status of these fires? What measures are firefighting crews taking to stop the fires from spreading? How are the wildfires affecting the residents of Show Low, Arizona?

2. According to CNN.com, Arizona Gov. Jane Hull and U.S. Forest Service chief Dale Bosworth, recently stated that: "the devastating fire should be a wake-up call to environmentalists and governments to change the way they manage the nation's forests." Refer student groups to the links below and other resources to learn about the environmental impact of wildfires, how U.S. forests are managed, and what governments and environmentalists might do to prevent wildfires from occurring. Such measures could include thinning forests and getting (proscribed) fire back into the ecosystems. Have each group write a letter to the U.S. Forest Service outlining their recommendations. Then have groups share their letters with the class.

3. Teachers: For a CNNstudentnews.com story and educational materials on wildfires, please visit: http://fyi.cnn.com/2002/fyi/news/06/13/wildfire/index.html.

   and http://fyi.cnn.com/2002/fyi/news/06/11/wildfire/index.html.

LINKS:
http://fyi.cnn.com/2002/US/06/23/arizona.wildfires/index.html
http://www.fs.fed.us/
http://www.firewise.org/
http://www.nifc.gov/

In the Headlines: EU Summit

1. What is the European Union (EU)? What was the purpose of the EU summit in Seville? Which nations were represented at the summit? What issues were addressed during the conference?

2. Who are Jose Maria Aznar and Tony Blair? What is their position on illegal immigration? Why did these leaders propose that the EU withhold aid to countries that do not want to cooperate on immigration issues? Why do you think other EU nations opposed this measure? Discuss.

3. Have students share what they know about the history, objectives and composition of the EU. (If necessary, students can access this information at the last two links below.) Ask students: How many nations are currently bidding for entry into the EU? Inform them that the ten candidate countries that

are likely to be admitted into the EU in 2004 include:

1. the Czech Republic,
2. Estonia,
3. Hungary,
4. Latvia,
5. Lithuania,
6. Poland,
7. Slovakia,
8. Slovenia,
9. Cyprus,
10. Malta. Next, divide your class into ten groups and assign each group one of the candidate nations. Instruct groups to research the geography, history, government, economy and culture of their assigned nations, and the benefits and drawbacks of joining the EU. Then, conduct a mock summit in which each group delivers a presentation about its nation, why it has applied for membership to the EU, and the challenges it faces in terms of getting accepted. After the summit, have the class consider how the admission of these candidate nations could impact the future of the EU.

LINKS:
http://cnn.com/2002/WORLD/europe/06/23/seville.summit/index.html
http://europa.eu.int/comm/seville_council/index_en.html
http://www.ue2002.es/principal.asp?idioma=ingles
http://fyi.cnn.com/SPECIALS/2001/immigration/
http://europa.eu.int/
http://europa.eu.int/abc-en.htm

News Focus: EU Immigration

1. What is the goal of Britain's immigration arrest squads? What methods did the immigration arrest officers use during the arrest that was featured in the video? What happened to the Kosavar illegal immigrants?

2. What is the difference between legal and illegal immigration? What is "political asylum"? Why do you think nations have immigration laws? Why are illegal immigration issues often complex?

3. Direct groups of students to the links below to learn more about the immigration crisis facing Britain and other EU nations. Pose the following questions to guide students' research:
   - Why is the EU taking a tougher stance towards asylum seekers and illegal immigrants?
   - How has the influx of immigrants socially and economically impacted EU nations and their citizens?
   - How are EU countries handling illegal immigration?
   - Why are people leaving their homelands and risking their lives to emigrate to Europe?
   - If an asylum seeker makes it past the border, what kind of life does he/she face in Europe?

   After groups share their findings, ask: What is your opinion of the EU's current plan to fight illegal immigration? Do you think illegal immigrants and asylum seekers should be returned to their home countries? State your rationale.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/immigration/
http://cnn.com/2002/WORLD/africa/06/22/eu.summit.hungerstrike.reut/index.html

Chronicle: Metropolitan Oval

1. Where is the Metropolitan Oval soccer field located? Why is this field historically significant? What ethnic groups are represented on the Metropolitan Oval playing field? What are the benefits of having ethnically diverse soccer teams?

2. What types of challenges do you think immigrants face when they first come to America? How might immigrants benefit from taking part in a team sport, such as soccer? Why do you think the Metropolitan Oval has existed for so long?

3. Working in groups, have students conduct research to learn about different ethnic groups that have emigrated to the U.S. Direct students to learn about the cultures and customs of these groups and their contributions to American culture. Have students prepare and deliver multimedia presentations of their findings.

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/06/23/bush.fitness.ap/index.html
http://www.ussoccerfoundation.org/
http://www.enysoccer.com/
http://media11.fastclick.net/w/safepop.cgi?mid=11917&sid=4389&id=116420&geo=708551547&len=
http://www.ellisisland.com/index.html

Perspectives: Arranged Marriage

1. What type of marriage did CNN's Indra Sibal attend? Where was the wedding held? What were some of the rituals associated with the wedding ceremony?

2. What percentage of India's married couples are matched by their families? What factors do Indian parents consider when arranging a marriage for their children? What are the differences between an arranged marriage and a "love marriage"? According to the video, why is the rate of divorce in India less than in the U.S.?

3. Point out to students that, at the end of the video, CNN's Indra Sibal states that: "No matter how to people meet or where they live, making any marriage work takes much dedication and hard work." Then, ask students: What does Sibal mean? In what way is marriage a commitment? What do you think are the components of a good marriage? Why does it take "hard work" to make a marriage work?

4. Refer groups of students to Internet resources, including the Web sites below, to prepare reports about marriages in different cultures. Each group should identify the customs and rituals of a marriage ceremony, and how these customs and rituals reflect societal laws, rules, customs, beliefs, and attitudes about the rights and duties of the man and woman. Following the presentations, instruct students to design their own marriage ceremonies. Challenge students to select or create rituals that reflect their individual beliefs. Have students share their ideas and discuss the symbolic significance of their ceremonies.

5. Teachers: For an article and additional activities on this story, visit the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/news/
06/18/arranged.marriage/index.html.

LINKS:

http://www.india.com.ar/
http://www.hindunet.org/
http://weddings.about.com/msub8.htm?rnk=r8&terms=Weddings+In+Different+Cultures&PM=112_3

Culture Report: Andy Warhol

1. Who was Andy Warhol? What kind of art did he create? Who are some of the celebrities depicted in Warhol's art? What are some of the "treasures" he left behind? According to the video, what roles did Warhol assume throughout his career? How were these roles reflected in his art?

2. What aspects of our lives will the retrospective of Warhol's art invite viewers to reflect upon? How might viewing his art challenge people's perceptions of everyday life? Why does CNN's Anne McDermott say, "We still want to know … what was he thinking"? Do you think it's easy to comprehend what he was thinking? Explain.

3. Called the King of Pop Art, Andy Warhol capitalized on popular culture as the primary influence for his art. Have students work in groups to observe samples of Warhol's creations and describe the popular culture of his life and times. Then, challenge each student to invoke the popular culture of his/her generation to create art. Allow students to work in any medium to create pop art. Have each student present his/her creation to the class and explain the inspiration for and the meaning of the piece. Display the art in your classroom.

LINKS:
http://www.diacenter.org/permcoll/warhol/warhol.html
http://www.bgsu.edu/departments/popc/bkgrnd.html
http://www.bgsu.edu/colleges/library/pcl/pcl.html
http://www.popculturestore.com/index.htm
http://www.cspc.org/

Party Animals

1. What is "Party Animals"? In what U.S. city is this public art project located? How has some of the art work been vandalized? Why do you think someone would want to deface this art project? Do you think the vandals should be subject to legal and/or other consequences? Explain.

2. Refer students to the last two links below to learn about the history of Republican Party and the Democratic Party, and their political symbols. Challenge students to conduct research to locate examples of political cartoons that depict the elephant and the donkey. Have students share the cartoons with the class and explain their political messages.

LINKS:
http://www.partyanimalsdc.org/
http://www.democrats.org/about/donkey.html
http://www.rnc.org/gopinfo/history

Student Bureau: U.S.-Iraq War

1. How would you describe the current relationship between the U.S. and Iraq? Who is Saddam Hussein? To what extent does he pose a threat to the U.S. and the international community? Why is the Bush administration thinking about taking intensive military action against Iraq?

2. What obstacles is the Bush adminsistration facing in terms of defining its policies towards Iraq?

Why are some people opposed to the U.S. (and possibly Britain) taking unilateral military action against Iraq? What would be the political ramifications of such action? To what extent might U.S.-led attacks against Iraq impact relations between the U.S. and other Arab nations? Discuss.

3. When and why did the U.N. impose sanctions against Iraq? What is the nature of these sanctions? How have they impacted the people of Iraq? Why does Iraqi peace activist Rania Masri believe that the sanctions do not make political sense?

4. Teachers: For a related backgrounder and activities on this story, visit the following CNNstudentnews.com sites: to:
http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iraq/index.html

and http://fyi.cnn.com/2002/fyi/lesson.plans/02/01/backgrounder.iraq/.

LINKS:
http://www.arab.net/iraq/history/iq_saddam.html
http://usinfo.state.gov/regional/nea/iraq/iraq99.htm
http://usinfo.state.gov/regional/nea/iraq/
http://www.who2.com/saddamhussein.html
http://www.pbs.org/newshour/bb/middle_east/july-dec98/iraq_11-25.html
http://www.odci.gov/cia/publications/factbook/index.html

EDITOR'S NOTE:
wildfires
European Union
summit
illegal immigration
Metropolitan Oval
Punjabi Hindu wedding
public art
deface

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CNN NEWSROOM Guide

June 25, 2002

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President Bush announces his new Middle East policy.

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Afghan President Hamid Karzai swears in his cabinet.

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-In Arizona, two wildfires merge to form a massive blaze.
-Heavy rains devastate parts of Russia and Chile.

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President Bush encourages all Americans to exercise.

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Puppet shows are being performed across Africa to teach about social issues.

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Using anabolic steroids can cause serious health problems.

Beat the Heat ... 01:45...21:55
Summertime heat can take a dangerous toll on the body.

Student Bureau ... 03:15...25:10
Contemporary Christian music, a new rock 'n' roll genre, motivates mainstream music audiences.

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Answer: Chile

CNN NEWSROOM CLOSE ... 01:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Crisis

1. What are the components of President George W. Bush's new Middle East plan? What conditions must be met for the U.S. to support the creation of a provisional Palestinian state? Where would the Palestinian state be located?

2. How does Mr. Bush feel about Palestinian Authority leader Yasser Arafat leading a Palestinian state? Why do you think Bush chose to base his support for a Palestinian state on the removal of Arafat? Have students consider the political ramifications of this decision. Do you support Bush's decision? Why or why not? Do you think removing Arafat from power is a realistic goal? Discuss.

3. What demands does Bush's plan make on Israel? Why do you think Israeli Prime Minister Ariel Sharon opposes stopping Jewish settlements in Palestinian territories? What controversial issues will be addressed in direct negotiations between the Israelis and the Palestinians?

4. Have students share what they know about the current state of violence between the Israelis and the Palestinians. Inform students that, in his address, Bush stated that, "For the sake of all humanity, things must change in the Middle East." What does Bush mean? How is the Israeli-Palestinian conflict affecting the global community? Discuss.

5. Why do you think Bush chose to announce his new Mideast peace plan at this point in time? Point out to students that, over the years, attempts have been made to allow for the existence of both Israeli and Palestinian sovereign states. Have students work in groups to research the agreements designed to insure security for the Jewish independent state, Israel, while allowing for a Palestinian state as well. Have groups concentrate their efforts on U.N. Resolutions 242 and 338, the Oslo Accords, and the Wye Accords. Direct each group to analyze the major points of each agreement, and present its findings in a chart or other graphic form. Discuss the reasons why these agreements have not brought about a lasting peace in the Middle East.

6. Teachers: For a transcript of Bush's speech, go to: http://www.cnn.com/2002/ALLPOLITICS/06/24/bush.mideast.speech/index.html.

   If you would like an article and activity on the history of America's involvement in the Israeli-Palestinian conflict, go to the following CNNstudentnews.com site: http://www.cnn.com/2002/fyi/news/05/07/us.timeline/index.html

   Also, you can access an updated CNNstudentnews.com Backgrounder on the Middle East at: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/06/24/bush.mideast/index.html
http://news.bbc.co.uk/hi/english/world/middle_east/default.stm
http://fyi.cnn.com/time/world/article/0,8599,238549,00.html
http://fyi.cnn.com/fyi/school.tools/profiles/Yasser.Arafat/student.storypage.html
http://fyi.cnn.com/SPECIALS/2001/mideast/
http://www.historyguy.com/arab_israeli_wars.html
http://www.mideastweb.org/history.htm

In the Headlines: Afghan Cabinet

1. What will be the primary function of Afghanistan's new cabinet? Why was the cabinet selection process difficult for Afghan President Hamid Karzai? Which cabinet posts have yet to be filled?

2. In what way does Karzai compare himself and his cabinet to the founding fathers of America? Have students identify the issues that America's forefathers faced when they created their nation's democratic government. Then, ask students to compare and contrast these issues to the ones Karzai and his cabinet are facing, or will likely face.

3. Direct your students to the links below to learn more about the creation of Afghanistan's cabinet. Pose the following questions to guide students' research:
   - How many ministers will serve on the Karzai's cabinet?
   - What have been Karzai's and the loya jirga's roles in the formation of the cabinet?
   - What controversy surrounded the cabinet selection process?
   - Which ethnic groups jockeyed for position in the cabinet?
   - Why are many Afghans concerned about the dominant role of Tajiks (from the Northern Alliance) in the cabinet?
   - How long will this cabinet remain in power? After students share their findings, ask: Why do you think the process of forming Karzai's cabinet is so involved? Do you think these steps are necessary? Why or why not? To what extent is the makeup of the cabinet important to achieving peace and stability in Afghanistan? Discuss.

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/central/06/24/afghanistan.cabinet/index.html
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_2062000/2062962.stm
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_2051000/2051755.stm
http://www.afghan-web.com/

News Focus: Balance of Nature

1. What areas of Arizona are being hit by wildfires? How much land have these fires destroyed? How are the wildfires affecting the residents of Show Low, Arizona? What weather conditions are hampering the efforts of firefighters in Arizona and Colorado?

2. In the video, we hear that, according to weather experts, "Nature has a way of balancing things out." What does this mean? Give an example. How have heavy rains impacted Southern Russia and parts of Chile? What measures are these nations' governments taking to deal with the damage caused by the rains? What obstacles do these governments face in terms of providing relief efforts?

3. According to a recent article by journalist Alistair Bell, the current storms are "the worst to hit

Chile in more than 100 years, awakening fears of a return visit of the devastating El Nino weather phenomenon." What is El Nino? Refer students to multimedia resources to learn about this weather system and how it affects global weather, climate patterns, and the environment. Ask students to find out:

- When El Nino is expected to hit this year;
- Why weather experts predict that El Nino will be "weak-to-moderate" compared with previous years;
- If the heavy rains in Chile are a direct result of the El Nino weather pattern.

Have students share their findings in class discussion.

4. Teachers: For additional information and activities on the U.S. wildfires, visit the following CNNstudentnews.com sites:
http://fyi.cnn.com/2002/fyi/news/06/24/fires.arizona/index.html

http://fyi.cnn.com/2002/fyi/news/06/13/wildfire/index.html.

and http://fyi.cnn.com/2002/fyi/news/06/11/wildfire/index.html.

LINKS:
http://fyi.cnn.com/2002/US/06/24/arizona.wildfires/index.html
http://www2.swissinfo.org/sen/Swissinfo.html?siteSect=143&eid=1178416
http://cnn.com/2002/WEATHER/06/22/ecuador.weather.reut/index.html
http://fyi.cnn.com/US/9909/22/disaster.patterns/index.html
http://www.noaa.gov/climate.html

Chronicle: Fitness Challenge

1. Why is it important to exercise on a regular basis? What evidence suggests that President George W. Bush is "crazy" about fitness? What is the key goal of Mr. Bush's national fitness initiative?

2. Refer student to the links below to learn more about the history and goals of Bush's physical fitness initiative. Why has Bush decided to sponsor this initiative? In general, how fit are Americans? What are the government's "four key suggestions" for improving national fitness? How do health insurers and the U.S. government stand to benefit from the initiative? What is your opinion of the initiative? Do you think it will be successful? Why or why not?

3. What are the health benefits of aerobic exercise and strength training? Have students work in groups to conduct research on exercise and its effects on the body. Direct each group to present a report outlining the specific benefits of exercise on the muscular system, the respiratory system, the digestive system, the skeletal system, or the circulatory system. Next, ask students if they have personal fitness plans. If so, have them share their plans with the class, and have the class assess the effectiveness of each plan. Then, challenge each student to either modify or develop a month-long fitness plan that outlines how he/she will incorporate 30 minutes of daily physical activity into his/her life.

4. Teachers: For more fitness-related information and activities, visit the following Riverdeep.net sites:
http://www.riverdeep.net/science/biology_gateways/

bg_lesson_plans/catn_800012.jhtml

http://www.riverdeep.net/current/2000/07/071200_exercise.jhtml?printOnly=yes.

LINKS:
http://www.healthierus.gov/
http://cnn.com/2002/ALLPOLITICS/06/20/bush.fitness/index.html
http://cnn.com/2002/ALLPOLITICS/06/23/bush.fitness.ap/index.html

Perspectives: Kenya Puppet Festival

1. Who is Gary Friedman? What country is he from? What is the purpose of his "Puppets Against AIDS" program? What public health issues does Kenya's Community Health and Awareness Puppeteers (CHAPS) program address?

2. What do African audiences gain from the educational puppet performances? In a recent interview, Eric Krystall, coordinator of CHAPS stated that, "Puppets can deal with sensitive issues in a way that no actor can." What do you think he means? Ask students to think about the ways that adults have conveyed information about social issues. Do students think a puppet show is an effective way to be educated about sensitive social issues? Why or why not? Can a puppet show inspire community activism among kids? Discuss.

3. Challenge students to learn about the social problems that exist in Africa, such as the AIDS epidemic, government corruption, political oppression and gender inequality. Have each group select one of the social issues and conduct research to ascertain how the problem is impacting a specific African nation. Then instruct each group to develop a puppet show to teach kids about the issue. Direct groups to the last Web sites below and other resources to learn about puppet design and construction. After groups perform their puppet shows, ask: How are these social issues impacting Africa as a whole? What is being done to address these problems? Do any of these social problems exist in your country? If so, what might teens in your community do to help address these problems? Discuss.

LINKS:
http://www.africanpuppet.com/mainmenu3.html
http://www.csmonitor.com/2002/0319/p13s01-lecs.htm
http://www.odci.gov/cia/publications/factbook/index.html
http://allafrica.com/
http://www1.worldbank.org/education/
http://www.sagecraft.com/puppetry/building/index.html

Health Report: Steroid Foul Play

1. What are anabolic steroids? Why do some athletes use them? What are the side effects and health risks associated with using anabolic steroids? Why do you think they are banned at nearly every level of sports competition? What is the natural bodybuilding movement? Does this sport appeal to you? Why or why not?

2. Inform students that according to a study conducted by the National Institute on Drug Abuse in 1999, "nearly half a million (American) teens in grades eight through twelve were using steroids....and fewer 12th-graders were aware of the risks of taking steroids." Then, have students work in groups to learn more about the negative effects of anabolic steroid use and share their

information. As a class project, combine and edit students' findings into a brochure or fact sheet on the dangers of anabolic steroid use, and offer it to your school's physical education teachers and coaches as a reference for their athletes.

3. Teachers: Visit the following CNNstudent.news.com site for a related article and lesson plan: http://www.cnn.com/2001/fyi/news/08/07/creatine.teens/index.html.

LINKS:
http://www.acefitness.org/fitfacts/fitfacts_display.cfm?itemid=49
http://cnn.com/2002/HEALTH/05/29/young.steroid.use/index.html

Beat the Heat

1. What is the difference between "heat exhaustion" and "heat stroke"? What are the symptoms of heat stroke? What can people do to avoid heat stroke while exercising? What should you do if you find someone experiencing heat stroke? Why is it critical to treat heat stroke quickly?

2. Challenge your students to learn more about the biology behind the symptoms of heat exhaustion and heat stroke. Have students work in groups to research the body's different systems and their responses to extreme heat. Have groups share their findings. Then ask: Why does the human body respond the way it does to heat? What are the underlying biological causes of the symptoms of heat-related problems? Discuss.

LINKS:
http://www.cdc.gov/nceh/hsb/extremeheat/heatstroke.htm
http://www.cdc.gov/nceh/hsb/extremeheat/default.htm

Student Bureau: Christian Music

1. What new music genre have rock 'n' roll bands like All Together Separate, Third Day and Delirious created? What differentiates these bands and their music from the music of other rock 'n' roll bands? How do representatives from the bands, recording studios, and music associations, account for the success of Contemporary Christian Music (CCM)? What evidence is there that "contemporary Christian music fans put their money where the music is"? To what extent has CCM been accepted by and integrated into the mainstream music scene? What challenges do CCM bands face if they want to be successful in both the Christian and the mainstream music worlds? Why are the bands and their fans prepared to not only meet but beat these challenges?

2. What does Don Moen, Creative Director of Integrity Music, mean when he says, "Christian music industry in some ways could be interpreted as this is our music for our little group of people and I don't think God ever intended it that way"? Do you think everyone can relate to what the CCM bands sing about? Why or why not?

3. Make a list on the board of the names of CCM bands, including those in the video and others with whom the class is familiar. Have pairs of students select one of these bands. By referring to the Web sites below and other resources, direct students to prepare an audiovisual presentation, highlighting the following components of their selected bands:
    1. The band members' backgrounds;
    2. Traditional and non-traditional aspects of their music;
    3. The themes of the songs;

4. The trademarks of the band;
5. The band's appeal to both CCM and mainstream fans;
6. The critics' opinions.

After students have made their presentations, ask: Do you think CCM bands and their music will outlive their fad status and become an integral feature of rock 'n' roll music? Discuss.

LINKS:
http://www.gospelmusic.org/
http://www.accessatlanta.com/ajc/living/music/0602/19fest.html
http://www.ccmcom.com/
http://www.integritymusic.com/
http://www.reunionrecords.com/
http://www.alltogetherseparate.com/
http://www.thirdday.com/

EDITOR'S NOTE:
peace plan
Palestinian state
Afghan cabinet
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El Nino
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anabolic steroids

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CNN NEWSROOM Guide

June 26, 2002

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Apache firefighters combat Arizona's wildfires.

In the Headlines ... 02:55...07:10
European leaders react to President Bush's call for new Palestinian leadership.

News Focus: G8 Summit ... 02:35...09:45
World leaders head to Alberta, Canada for the G8 summit.

Chronicle: Filmmaking Contest ... 04:50...14:35
Filmmakers compete in the 48 Hour Film Project.

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-Four years of recession have taken a toll on Brazil's economy.
-Middle-class Argentineans struggle to put food on the table.

Business Report: Worst In-Flight Meals ... 03:00...23:20
Airline passengers who've had a memorable meal can publish their experience on a new Web site.

Student Bureau ... 02:15...25:35
San Francisco is on its way to becoming the culinary capital of the U.S.

Where in the World? ... 01:00...26:35
Answer: Argentina

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Western Fires

1. Why has President George W. Bush declared parts of Arizona a federal disaster area? How will Arizona benefit by this declaration? How many wildfires are burning out West?

2. How have the Apaches been affected by the Rodeo-Chediski fire? How are Apache firefighters different from traditional firefighters? Why do you think the Apache firefighters take great pride in their work? According to the video, why are young Apaches becoming firefighters?

3. Have students use the Internet and other resources to learn more about the history and culture of the Apache Indians. Instruct students to consider what aspects of the Apache's cultural heritage is being lost or threatened by the Rodeo-Chediski fire. Have students give formal presentations of their findings.

4. Teachers: For additional information and activities on the U.S. wildfires, visit the following CNNstudentnews.com sites:
   http://fyi.cnn.com/2002/fyi/news/06/24/fires.arizona/index.html

   http://fyi.cnn.com/2002/fyi/news/06/13/wildfire/index.html

   and http://fyi.cnn.com/2002/fyi/news/06/11/wildfire/index.html.

LINKS:
http://cnn.com/2002/US/06/24/arizona.wildfires/index.html
http://www.fs.fed.us/r3/asnf/
http://www.tucsoncitizen.com/local/breaking/4_22_02criticreax.html
http://www.desertusa.com/ind1/du_peo_apache.html
http://www.fs.fed.us/r3/asnf/resources/pit.htm

In the Headlines: Mideast Conflict

1. What are the components of President George W. Bush's new Middle East plan? What conditions must be met for the U.S. to support the creation of a provisional Palestinian state? Why has Mr. Bush called for new Palestinian leadership? How have European Union (EU) leaders responded to Bush's demand for new Palestinian leadership?

2. Refer students to the links below to learn about the history of America's involvement in the Mideast peace process. Then ask students: Why do you think EU leaders feel that U.S. involvement is essential if there is ever to be peace between the Israelis and the Palestinians? Discuss.

3. Group students and assign each group an EU member nation. Instruct each group to conduct research to learn about the nation's stance on the Israeli-Palestinian conflict, its history with Palestinian Authority leader Yasser Arafat, and its position on Bush's new Mideast plan. After groups share their findings, ask: To what extent do EU nations support Bush's plan? What political and historical factors have shaped each nation's view of the Israeli-Palestinian conflict and its position on Bush's Mideast plan?

4. Teachers: For additional materials and activities on Bush's Mideast plan, vist the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/news/06/25/bush.reacts/index.html.

   Also, you can access a transcript of Bush's speech at:
http://www.cnn.com/2002/ALLPOLITICS/06/24/bush.mideast.speech/index.html.

   And for an updated CNNstudentnews.com Backgrounder on the Middle East, go to:
http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/06/24/bush.mideast/index.html
http://fyi.cnn.com/fyi/school.tools/profiles/Yasser.Arafat/student.storypage.html
http://fyi.cnn.com/2002/fyi/news/05/07/us.timeline/index.html
http://fyi.cnn.com/SPECIALS/2001/mideast/
http://www.historyguy.com/arab_israeli_wars.html
http://www.mideastweb.org/history.htm
http://europa.eu.int/

News Focus: G8 Summit

1. Which industrialized nations comprise the "Group of Eight"? Where is the 2002 G8 summit being held? What is the focus of this year's summit? According to the video, how much does it cost to host the summit? Why is it so expensive? Why are some Canadians critical of the summit?

2. Do you think it's important that G8 leaders have face-to-face meetings? State your rational. Some critics have suggested that the G8 leaders could save money by conducting their business via a video conference, and put the money they'd save into aid for Africa. What do you think of this idea? Discuss.

3. Teachers: For an article and activity on the 2002 G8 summit, visit the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/news/06/25/summit/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/americas/06/25/g8.summit/index.html
http://www.g8online.org/

Chronicle: Filmmaking Contest

1. What is the 48 Hour Film Project? What are the rules of this competition? Describe the process that the filmmakers featured in the video went through to make their film. Why do you think filmmakers want to participate in this competition?

2. If your school has access to video cameras, invite groups of students to conduct their own film competition that follows the framework of the 48 Hour Film Project. Have teams of students spend one week creating short videos that incorporate the same prop, line of dialog and character. After students complete their video projects, have them sponsor a screening of the films for their school community. After the screening, have the audience vote on the best video.

LINKS:
http://www.48hourfilm.com/
http://www.filmmaking.net/

Perspectives: South America Recession

1. Locate Brazil and Argentina on a map of South America. What is the status of these nations' economies? How is Brazil's failing economy affecting Argentina? What is Brazil's national debt? How is Brazil's economic crisis affecting the campaign of leading presidential candidate Luiz Inacio Lula da Silva? Why has Uruguay decided to float its currency amid a deep recession?

2. What does Jose Soto do for a living? How has Argentina's economic slump affected his work? What percentage of Argentineans live in poverty? How many are unemployed? How has the recession affected the quality of life for middle-class Argentineans? What elements of a middle-class lifestyle do you think become less of a priority during an economic recession?

3. What is a recession? For how long have Argentina and Brazil been in a recession? What are some reasons for the economic downturn? Have students, working in groups, learn more about the economy and government of either Brazil or Argentina. After groups share their findings, have students consider the ways that these governments have contributed to their country's economic problems, as well as how they've attempted to solve them. After groups share their findings, have students conduct additional research to determine how Brazil's and Argentina's economic problems have impacted the economies of other nations, such as the U.S., Japan or Germany. What actions do these nations want Brazil and Argentina to take to resolve their economic problems? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/ar.html
http://www.amisa.com/arg_econ_rep.html
http://www.forbes.com/markets/newswire/2002/06/24/rtr640670.html
http://www.odci.gov/cia/publications/factbook/geos/br.html

Business Report: Worst In-Flight Meals

1. What is the purpose of Airlinemeals.net? What sentiments did some travelers in the video express about dining in the sky? Who is Gebi Scherrer? According to Scherrer, what problems occur with in-flight meals once they leave the catering facility on the ground? How are the airlines trying to diffuse some of the criticism of Airlinemeals.net?

2. Why do some claim that in-flight meals are not of the quality they once were? Today, what in-flight services do airlines offer that were not available when the jet age was in its infancy?

3. Remind students that open market economies typically classify their businesses as those that offer "goods" and those that offer "services." Generate a discussion about the air travel industry as a services industry. Then, lead a class brainstorming session to generate a list of other service industries. Divide the class into small groups. Have each group choose one service business and conduct research to learn what that business has to offer consumers; how it retains customers and attracts new ones; and how it handles dissatisfied customers. Have each group present its findings. Refer students back to the video, and ask: What should an airline do if its in-flight meals get negative publicity on Airlinemeals.net? How can a business that offers service as its "product" make most of its customers happy, most of the time?

LINKS:
http://www.airlinemeals.net/
http://www.airline-meals.com/
http://www.mygeneration.org/departments/2001/travel/0805_a.html

Student Bureau: San Francisco Dining

1. Locate San Francisco, California on a U.S. map. Why is San Francisco considered a "food city"? How many restaurants are there in San Francisco? How would you describe the city's cuisine? What makes San Francisco a great culinary region?

2. Have students pretend they are planning a trip to San Francisco. In class discussion, brainstorm a list of ways that they could use the Internet to help them plan their trip. For example, students may want to find information on flights, accommodations, tourist attractions and the city's history. Divide the class into groups and send each on an Internet scavenger hunt to find as much information as possible within one category (e.g., accommodations). After groups share their information, ask: Why is it helpful to acquire travel information in advance of a trip? Why do you think many people think that San Francisco is the "best city in the world"? Do you agree? State your rationale.

LINKS:
http://www.zpub.com/sf/history/
http://www.sfgate.com/
http://www.sanfrancisco.worldweb.com/

EDITOR'S NOTE:
Apache firefighters
federal disaster area
Yasser Arafat
European Union
G8 summit
filmmakers
Brazil and Argentina
recession

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CNN NEWSROOM Guide

June 27, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:30...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: WorldCom Troubles ... 04:40...05:35
-WorldCom overstates its earnings.
-The company's European business dealings could be in jeopardy.

In the Headlines ... 02:50...08:25
South African President Mbeki asks the G8 to support a plan for African development.

News Focus: Ethics Crisis ... 04:05...12:30
Is America experiencing a breakdown of morality?

Chronicle: Flowering Flag ... 02:30...15:00
Jack Bodger creates a giant flowering flag to express his patriotism.

Chronicle: Fireworks Safety ... 01:50...16:50
CNN's Julie Vallese reports on the hazards of fireworks.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Japan Robots ... 02:40...19:40
Japan hosts its second robot exhibition.

Science Report: Mars Ice ... 02:35...22:15
Evidence of water on Mars could expand the scope of space exploration.

Student Bureau ... 04:00...26:15
Bangladesh's Lawachara Forest is under assault from deforestation.

Where in the World? ... 01:00...27:15
Answer: Bangladesh

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: WorldCom Troubles

1. What is WorldCom? By how much did WorldCom inflate its earnings? How did the announcement of WorldCom's restated profits impact the company's stock? How has the New York Stock Exchange reacted to the fall of WorldCom's stock price? Why is the company facing bankruptcy? How will the scandal likely affect WorldCom employees and customers?

2. What companies merged with WorldCom to create WorldCom's massive telecom data infrastructure and hosting firm? What is the extent of WorldCom's involvement with European companies? How might European telecommunication companies, such as Telcos, benefit from WorldCom's troubles?

3. How is the WorldCom scandal affecting investor confidence? To what extent is investor confidence important to the stability of the stock market and the future of WorldCom? Discuss.

4. Teachers: For a CNNstudentnews.com article and activity on this news story, go to: http://fyi.cnn.com/2002/fyi/lesson.plans/06/26/worldcom/.

LINKS:
http://cnn.com/2002/BUSINESS/asia/06/26/worldcom/index.html
http://cnn.com/2002/BUSINESS/06/26/worldcom.europe/index.html
http://cnn.com/2002/BUSINESS/asia/06/26/wedstox.close.biz/index.html
http://www.worldcom.com/

In the Headlines: G8 Summit

1. Where is the 2002 G8 summit being held? What is the focus of this year's summit? Who is Thabo Mbeki? What is the New Partnership for African Development (NEPAD)? What are the components of NEPAD? What help is President Mbeki hoping to secure from the G8?

2. Who is Moammar Gaddafi? Why do you think he referred to NEPAD as "a racist tool of neocolonialists"? Have students discuss whether or not they think there is any truth to Gaddafi's claim.

3. Teachers: For an article and activity on the 2002 G8 summit, visit the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/news/06/25/summit/index.html.

LINKS:

http://www.nepad.org/
http://cnn.com/2002/WORLD/americas/06/26/g8.summit.ap/index.html
http://www.g8online.org/

News Focus: Ethics Crisis

1. What type of ethical breaches have been surfacing in American society? According to a recent national survey, what percentage of American high school students cheat? Why is this number is so high?

2. In the video, Josh Halberstam asserts that "we're seeing a breakdown of organizational morality" in America. What does Halberstam mean? Do you agree? Explain. If so, why do you think this breakdown is occurring? Do you think America is becoming "a nation of self-interest"? State your rationale. Challenge students to locate or create political cartoons that illustrate the issue of changing morality in America.

3. Have students define the terms "ethics," "morals" "values," and "beliefs," and explain how these terms differ. Then ask: What factors do you think are responsible for a culture's ethics? Why are rules important to individuals and society?

   Ask students: What is a "code of ethics"? Why is a code of ethics important? Have students, working in groups, examine different codes of ethics, such as the U.S. Constitution or a school handbook. Students can also access the ethical codes of professional organizations online. Have each group consider the following questions as it conducts its research:
   - Why was the ethical code established?
   - What responsibilities are outlined in the code?
   - What morals and values are promoted by the code?
   - How are these values and responsibilities enforced?

   After groups present their research, have students identify any similar themes that exist among the codes.

   EXTENSION: Ask students: To what extent do you think schools are or should be responsible for promoting ethical values and behavior? Does your classroom have a code of ethics? If so, have students identify the values and ethics promoted by the code. Ask students: Would you modify the code in any way? Why or why not? If so, how? If your classroom doesn't have a code of ethics, help students create one.

LINKS:
http://cnn.com/2002/SHOWBIZ/books/06/11/ethicist.book/index.html
http://www.businessweek.com/magazine/toc/02_25/B3788magazine.htm&e=747
http://www.usoge.gov/home.html

Chronicle: Flowering Flag

1. What was Jack Bodger's patriotic response to the September 11 attacks? Why did Bodger create the flowering flag? How large is this year's flag? Why are the Bodger Seed Company's flowering flags historically significant?

2. What is patriotism? Do you think its important for people to feel patriotic about their country? Discuss. Challenge students to identify examples of how the U.S. flag has been used over the years to

inspire patriotism among Americans? Have your feelings about the U.S. flag changed since the September 11 terrorist attacks? Explain.

3. Inform students that the flag that inspired Francis Scott Key to write the "Star Spangled Banner" looks different from the U.S. flag that flies today. Have students research the different flags that have flown over the United States and the history behind each one. Then have each student choose a flag from one time period and write a story from the flag's perspective, recounting what it has "witnessed" during its historical era. Create a timeline of the development of the U.S. flag around the classroom. Discuss how the history and symbolism behind a nation's flag make it a source of emotion and national pride.

LINKS:
http://www.bodger.com/flag_index.html
http://shop.store.yahoo.net/lompoc/onnew.html
http://www.usis.usemb.se/Holidays/celebrate/flagday.html
http://www.ushistory.org/betsy/flagetiq.html

Chronicle: Fireworks Safety

1. Why are fireworks dangerous? What are the differences between legal and illegal fireworks? What types of fireworks have been banned by the U.S. government? What can students do to prevent themselves and others from being hurt by fireworks?

2. How many U.S. states ban fireworks? Refer students to multimedia resources, including the links below, to learn about their state's regulations regarding the use and sale of fireworks. After students share their findings, ask: Do you think these regulations are reasonable? Why or why not? What additions or changes would you make to your state's firework regulations? Discuss.

LINKS:
http://www.cpsc.gov/CPSCPUB/PUBS/july4/4thjuly.html
http://www.cpsc.gov/CPSCPUB/PUBS/july4/regs.html

Perspectives: Japan Robots

1. Where was the Robodex 2002 exhibition held? What type of robots were featured at the exhibition? Which of these robots did you find the most intriguing? Why?

2. According to Toshi Doi, who heads the Sony Digital Creatures Laboratory, "The theme of Robodex is robots that co-exist with humans." Challenge your students to learn more about the history of robots and their different uses. Have each student select a type of robot that is designed to co-exist with humans and write an essay describing its practical or impractical uses. After students share their essays, ask: Do you think these types of robots will improve humans' lives? State your rationale. To what extent could these robots change human culture? Discuss.

3. If you were to design a robot for Robodex 2003, what would you make it look like? What would it be able to do? Do you think your robot could/might be invented and used in the near future? Why or why not?

4. Teachers: For more information on robots, check out the following Riverdeep.net sites:
http://www.riverdeep.net/current/2002/03/032502

_robots.jhtml?printOnly=yes

http://www.riverdeep.net/current/2000/04/front.050400.scifi.jhtml

http://www.riverdeep.net/current/2000/12/120100_robots.jhtml.

LINKS:
http://www.robodex.org/e/exhibits/
http://fyi.cnn.com/2002/TECH/ptech/03/29/japan.robodex.reut/
http://www.robotics.com/robots.html
http://www.frc.ri.cmu.edu/robotics-faq/

Science Report: Mars Ice

1. What evidence suggests that there are large amounts of water on Mars? Where do scientists think the water on Mars is located? How was NASA able to make this discovery?

2. Where is Mars located in relation to Earth? Who is Jim Bell? What comparisons does he make between Mars and Earth? Why is Mars considered a "hostile environment"? What is the chemical composition of water? Why doesn't water exist on the surface of Mars?

3. Refer students to the first Web site below to learn about the chronology of Mars exploration and the goals of prior missions. Assign each student one of the prior missions. Students may want to consider the following components: the goal of the mission, the spacecraft used, the equipment used and information gained during the mission. Have students graphically illustrate their findings. After students present their projects to the class, ask: How have missions to Mars changed? Explain. Why are scientists interested in the presence of subsurface water on Mars? How might the presence of underground water on Mars impact the future of space exploration? Explain.

4. Challenge students to learn more about careers involving geophysics. Geophysics involves seismology, meteorology and hydrology. Planetary geophysicists study many topics, from the shape of a planet's surface to the processes at work deep in its interior. They also study a planet's temperature variations, climatic patterns, volcanic activity, gravitational and magnetic fields. Have students identify the qualifications required for geophysics-related careers and the importance of geophysicists. Have students share their findings with the class.

5. Teachers: Visit Riverdeep.net's "Life on Mars, Life on Earth" for additional information and activities on Mars at:
http://www.riverdeep.net/current/2002/01/012802_mars.jhtml

LINKS:
http://nssdc.gsfc.nasa.gov/planetary/chronology_mars.html
http://mars.jpl.nasa.gov/msp98/why.html
http://www.marssociety.org/
http://www.msss.com/mars_images/moc/june2000/
http://www.space.com/scienceastronomy/solarsystem/mars_water_000620.html

Student Bureau: Lawachara Forest

1. Locate Bangladesh on a world map. What images often come to mind when this country is mentioned? How does the Lawachara National Forest differ from these images? Explain why Lawachara is "a true treasure trove of biodiversity" in Bangladesh.

2. What human actions are threatening the rain forest habitat in Lawachara? According to Dr. Mustafa Feeroz, how long could it be before there will be few wild species left in this rain forest? How are the repercussions of human actions also being felt downstream? What is Hail Haor? What is deforestation? How is deforestation destroying fish in Hail Haor?

3. The rain forest of Lawachara is not the only forest being threatened. Challenge groups of students to locate other threatened forests throughout the world. Then have each group research one of the forests to learn more about its species, ecosystems, how it is used by humans and the factors that threaten its existence. Direct each group to use its information to develop a public awareness campaign to save its forest.

LINKS:
http://www.bhuiyan.com/travel/teaplant.htm
http://www.camacdonald.com/birding/asiabangladesh.htm
http://bsrsi.msu.edu/trfic/

EDITOR'S NOTE:
WorldCom
African development
G8 summit
ethics
American flag
robots
Mars
Bangladesh

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CNN NEWSROOM Guide

June 28, 2002

Teachers: There will be no CNN Student News program and Daily Guide next Thursday, July 4, in observance of Independence Day in the U.S.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Pledge of Allegiance ... 06:20...06:50
-A federal court rules the Pledge of Allegiance unconstitutional.
-Many express outrage at the court's decision.
-The man who initiated the lawsuit offers his rationale.

Ask CNN ... 01:30...08:20
When and by whom was the Pledge of Allegiance written?

News Focus: Supreme Court Decisions, SAT Changes ... 05:30...13:50
-The U.S. Supreme Court rules in favor of school drug testing and school vouchers.
-Look for major changes in future SAT testing.

Chronicle: Youth and Violent Crime ... 03:10...17:00
What can a young person do to avoid being a victim of violent crime?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Muslim Identity ... 03:25...20:35
Many Americans Muslims feel isolated from American life.

Week in Review: Wildfires ... 02:40...23:15
CNN Student News' Shelley Walcott updates us on the Western wildfires.

Student Bureau ... 03:00...26:15
Former gang leader Benji Nolot now heads a Christian group.

Where in the World? ... 01:00...27:15
Answer: Thailand

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Pledge of Allegiance

1. What ruling did a federal court issue Wednesday regarding the Pledge of Allegiance? Why did the court rule the Pledge "unconstitutional"? How has President Bush reacted to this ruling? What other reactions, pro and con, were cited in the video? What perspective did the soldier in Afghanistan offer on the court's decision? Do you agree or disagree with her? State your rationale.

2. Who is Michael Newdow? Why did he file a lawsuit against the Elk Grove, California, school district? How have other parents in Newdow's neighborhood responded to his view? What is the likely next step in this case?

3. Refer students to their texts or other resources for a copy of the First Amendment to the U.S. Constitution, or read the amendment to the class:

   "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

   Point out to students that Congress has never passed a "separation of church and state" law, but that the first line of this amendment is sometimes regarded as the "separation of church and state." Inform students that the First Amendment has been interpreted different ways by different courts. Ask students to conduct additional research into the Ninth Circuit Court of Appeal's decision and share their findings. Challenge students to write essays explaining their views on the Pledge of Allegiance: Do students think the "under God" phrase violates the First Amendment?

4. Teachers: For a CNNstudentnews.com related story and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/06/27/pledge/index.html.

LINKS:
http://kids.infoplease.lycos.com/ipka/A0101053.html
http://www.usflag.org/
http://www.flagday.org/Pages/StoryofPledge2.html

News Focus: Supreme Court Decisions, SAT Changes

1. What ruling did the U.S. Supreme Court issue yesterday regarding school drug testing? Who is eligible for random drug testings under this ruling? What are vouchers? What decision did the High Court reach regarding school vouchers?

2. What percentage of voucher students in Cleveland, Ohio, go to religious schools? According to Sister Karen, principal of St. Francis School, why is that percentage so high? What evidence does she offer to support her claim that parents are not choosing her school for its "brand of religion"? Why does Victoria Pope send her four children to St. Francis? Why does Sister Karen believe that the debate over church and state misses the point regarding vouchers?

3. Who is Linda Hardwick? How does a dwindling student population impact her school's finances? When voucher schools let students go, where do they end up? In this case, do the public schools that accept these students get their money back? What do evaluators say about the academic performance of Cleveland's voucher students compared to their public school counterparts? According to the video, what factor is really driving the debate between Cleveland's voucher and public schools?

4. Direct students to their texts and other resources to research the role of the U.S. Supreme Court as the highest court of the judicial branch. Generate a class discussion on the concept of judicial review. Why do students think the framers of the Constitution thought this process would be necessary? How does judicial interpretation of law uphold the Constitution while demonstrating its adaptability to different times and circumstances? Discuss.

5. For additional resources on the U.S. government, including the Supreme Court, go to the Holt, Rinehart and Winston homepage at http://go.hrw.com/hrw.nd/gohrw_rls1/pHome and pull down "government" under "History and Government."

6. What is the SAT? What changes will the SAT undergo in 2005? What is the biggest change test-takers will see? What is the College Board making these changes to the SAT? Why did some students protest outside the College Board? Why are still others critical of the proposed SAT changes? How does the College Board respond to charges of bias on the SAT?

LINKS:
http://www.cnn.com/2002/LAW/06/27/church.state/index.html
http://www.cnn.com/2002/LAW/06/27/scotus.drug.testing.ap/index.html
http://www.adl.org/vouchers/vouchers_main.html
http://www.manhattan-institute.org/html/cb_20.htm
http://cscwww.cats.ohiou.edu/esl/project/voucher/
http://www.collegeboard.com

Chronicle: Youth and Violent Crime

1. When and how did Karen Lupton become a victim of violent crime? What statistic does the Justice Bureau offer regarding young people as violent crime victims? According to psychologists, why are young people much more likely than older people to be victims of violent crime?

2. What advice does Sgt. Barrone offer young people to avoid becoming crime victims? Review the other safety precautions that appear on the screen: Do you practice any of these precautions? Do you follow your instincts when it comes to danger? When crime does happen, what advice does Sgt. Barrone say victims should heed? What does Karen Lupton say is the "best first line of defense" against crime?

3. Invite a law enforcement officer to address the class on crime prevention for students. Ask the officer

to tailor his/her talk to the young audience, focusing on situations and places most relevant to your students. Allow students ample time to ask questions and take notes. When the presentation is complete, have students combine their information into a class project, a brochure on "How to Avoid Becoming a Victim of Violent Crime" for young people. Distribute copies of the brochure to other classes at your school.

LINKS:
http://www.ncpc.org/
http://www.ojp.usdoj.gov/ovc/
http://www.victimbar.org/

Perspectives: Muslim Identity

1. Have students locate Patterson, New Jersey on a U.S. map. What is the ethnic composition of Patterson? How many of the September 11 terrorists lived in Patterson while planning their attacks? How have the September 11 attacks affected the Arabs and Muslims in Patterson?

2. What challenges do American immigrants face in terms of building a new life for themselves in the U.S.? Why have a small but growing number of Muslims changed their names since September 11? Why is this trend causing controversy among Arabs and Muslims in Patterson? Who is Terry Hasan? How does he respond to these criticisms? Why does Hasan feel that he is "isolated in American life"?

3. Ask your students to share what they know about the Islamic faith and the Muslim culture. Make a list of your students' responses. Then, refer students to the links below and other resources, to learn more about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Islamics and Islamic extremists. After students share their findings, ask: What are some of the misconceptions people have about Islam? Why do you think these misconceptions exist? What should be done to address these misconceptions? Discuss.

4. Have students define the terms "stereotyping," "prejudice" and "discrimination." Ask students: Why do you think stereotyping, prejudice, and discrimination occur? Do you think prejudice and discrimination are innate or learned? Explain. Have you ever been the victim of discrimination or prejudice? If so, how did it make you feel? How did you respond? What can people do to stop prejudice and discrimination from occurring?

   EXTENSION: Point out that, according to the video, "The story of those who have come to the promised land (the U.S.) seeking a new life has often been about discrimination and stereotyping followed eventually by acceptance and assimilation." Have each student conduct library research and/or personal interviews to learn about the experiences of a person who emigrated to the U.S. Instruct students to find out why these people came to the U.S.; the struggles they faced; how they dealt with these challenges; and how the process of assimilation shaped their identities. Have students write reports of their findings and share them with the class.

LINKS:
http://www.cair-net.org/
http://www.islamic-edu.org/
http://fyi.cnn.com/2001/fyi/news/09/28/Islam.explainer/index.html
http://www.ellisisland.com/
http://www.ellisisland.org/
http://www.ins.usdoj.gov/graphics/

Week in Review: Wildfires

1. How many U.S. states are currently experiencing wildfires? Which is the largest of these fires? Where is the Hayman Fire? How did it start? How are the fires impacting the lives of those in their paths, both physically and emotionally? What is the Forest Service saying about the risk for additional fires in the Western U.S.?

2. Challenge your class to learn about the role people play in the causes and consequences of natural disasters. Working in groups, have students consult multimedia resources to learn about the origin and evolution of different natural disasters. Instruct each group to identify the environmental, economic and social impact of the catastrophe. After the presentations, ask: Could the disaster have been prevented? If so, how? How did citizens and the government respond to the disaster? Could more have been done to minimize the loss and damage caused by the disaster? Explain.

LINKS:
http://www.howstuffworks.com/wildfire.htm
http://www.nifc.gov/fireinfo/firemap.html
http://www.wildfirenews.com/

Student Bureau: Consequence and Redemption

1. Who is Benji Nolot? Of what gang was he the leader? What was the mission of the gang? After what movie did the Wanderers model themselves?

2. How has Nolot's life changed since he left high school? Why do some people think the changes Nolot has made won't last? According to the video, often people make "dramatic" changes after they have hit "rock bottom." What does it mean to hit rock bottom? What other types of dramatic changes do people make to better their lives? Why do some people have difficulty maintaining their positive changes? Have students explain the meaning of the famous biblical question: "Can a leopard change his spots?" Then ask: Do you think people are really capable of making permanent, positive, characterological changes? State your rationale.

LINKS:
http://www.usdoj.gov/kidspage/getinvolved/3_2_09.htm
http://www.athealth.com/Practitioner/Newsletter/FPN_5_7.html
http://education.indiana.edu/cas/adol/conflict.html

EDITOR'S NOTE:
Pledge of Allegiance
unconstitutional
drug testing
school vouchers
SAT
safety precautions
Muslim
wildfires

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